Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

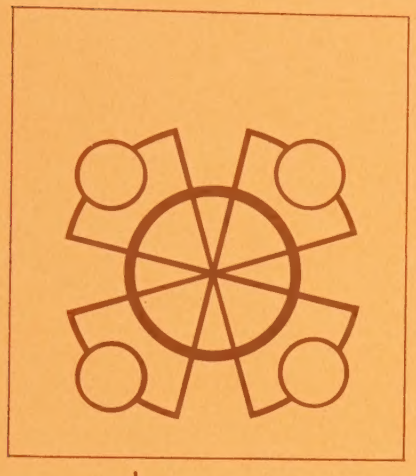
Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

Training Volunteer Leaders

YOUNG MEN'S CHRISTIAN ASSOCIATIONS
RESEARCH AND DEVELOPMENT DIVISION.



Training Volunteer Leaders

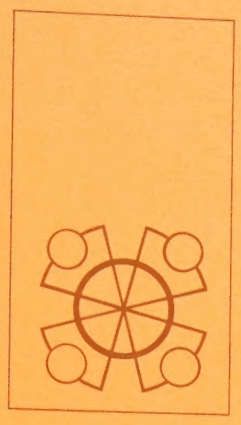
A Handbook to Train Volunteers and Other Leaders of Program Groups

GRADUATE THEOLOGICAL UNION
LIBRARY
1982

Research and Development Division
National Council of Young Men's Christian Associations
291 Broadway, New York, N. Y. 10007

f
BF
637
L4
Y6

Copyright © 1974
by National Board of Young Men's Christian Associations



The project on the training of group leaders is an outgrowth of the study of "The Issues of the 70s" by Richard Batchelder.[1] Two significant tasks identified in that study were combined into a single statement which became the focus for this project: NEW TECHNIQUES FOR THE RECRUITING AND TRAINING OF VOLUNTEER GROUP LEADERS IN THE 70s.

A group leader was defined as a person designated by the organization as the leader of the group but not a member of the group (such as the president or chairman).

Groups were defined as those having a continuity of membership (for 8 or more sessions) organized around some purpose making sense to them, such as a club, a project group, or a task force.

While the term "volunteer" was important for the recruiting phase of the study, these training materials apply to all group leaders, paid or volunteer.

These definitions and the general direction of the study were developed by a staff study team including James M. Hardy, Executive of the Research and Development Division, Wilfred F. Newell of the Community Affairs Department (later replaced by Clarence M. Elliott when Mr. Newell retired), and Clarence G. Moser, volunteer Director of the Study, in retirement. Funding was provided by the W. T. Grant Foundation.

Following funding, the staff study team began a retrieval from literature and research, and from within the major national organizations of the current practices in the recruiting and training of volunteer group leaders. As the retrieval proceeded, the study team decided it would be desirable to approach the recruiting and the training of volunteer group leaders as separate projects. (The recruiting materials are being published under the title, "Recruiting YMCA Volunteer Group Leaders.")

The second phase of the study on the training of group leaders benefited by the counsel and distinguished leadership of members of the Research and Development Committee of the National Board of YMCAs. Two of its members were engaged as consultants: Dr. Malcolm Knowles of Boston University, outstanding leader in adult education and training, and Dr. Eva Schindler-Rainman of Southern California, recognized for her leadership in developing programs with minority populations, schools, religious and service agencies.

[1] Batchelder, Richard, "The Issues of the 70s," Research & Development Division, National Board of YMCAs.

YMCA staff identified as successful trainers of group leaders were enlisted as consultants and participants on a geographic basis. They were asked to identify the competencies (knowledge, understanding, skills, and attitudes) that would be most helpful to a group leader and to build training models for these competencies.

Consultants and participants joined the staff study team for a consultation in Detroit. Two days were spent in clarification, redefinition, projecting of educational rationale, and further exploration of competencies for group leaders. The following persons were in attendance:

YMCA Participants

Rose M. Berberian
Jack W. Cole
Winifred J. Colton
John W. Davis
Alden C. Eberly
Darwin H. Haines
Fred W. Hanna, Jr.
James M. Hardy
Tilden A. Harrison
Charlotte Himber
Harland H. Johnson
John P. Kuhfahl
John E. McHenry, Jr.
Clarence G. Moser
Wilfred F. Newell
James W. North
V. M. Robertson

Corresponding YMCA Participants

Robert Bender
Donald S. Hayward
Gene K. Shaffer
Franklin W. Thomas

Consultants

Malcolm S. Knowles
Stanley Levin
Eva Schindler-Rainman

To carry the study to completion for field testing, the Detroit Consultation named a writing team consisting of:

Fred W. Hanna, Jr.
Charlotte Himber
Clarence G. Moser
V. M. Robertson

The writing team held two 3-day meetings and one 5-day meeting, as well as conferences with the consultants, and in correspondence with members of the consultation. While retaining the design and overall content in keeping with the recommendations at the Detroit consultation, they worked to strengthen, expand and reorganize the materials, and to introduce new sections to achieve balance. This report represents the dedicated effort of this team under the able leadership of Clarence G. Moser. The final editing reflects the careful work of Charlotte Himber and Sanford Reece to each of whom the report owes much. The design, layout and production of the final publication were ably directed by Earle Buckley of the National Board's Research & Development Division.

Contents

FOREWORD		iii
INTRODUCTION		vii
PART ONE		1
CHAPTER I	Functions Of The Group Leader And Competencies Deemed Helpful	3
CHAPTER II	Training The Trainer	7
CHAPTER III	Creating A Climate For Learning	11
CHAPTER IV	Diagnosing Learning Needs	16
PART TWO		
CHAPTER I	Helping The Group Get Organized	24
CHAPTER II	Helping Members To Be More Effective As Persons And As Members Of Groups	45
CHAPTER III	Helping The Group Develop Its Program	111
CHAPTER IV	Helping The Group To Be More Effective As A Group	135
CHAPTER V	Helping The Leader Grow As A Human Being	179
BIBLIOGRAPHY		189

This manual provides a comprehensive training program for leaders of small groups. While its origins and references derive primarily from the YMCA, it is intended for and will be useful to the leader in any organization in which persons come together in groups to achieve their objectives. It is immediately obvious that this includes most organized activity in our society. Leadership training as set forth in the manual is especially timely since most people find themselves members of a series of different groups and experience a variety of changing group relationships.

Throughout the text and in the learning exercises the **group leader** is referred to as a **person designated by the organization as the leader of the group but not a member of the group (such as the president or chairman).** It should be emphasized however that the training provided here can be productively employed by any person who fulfills the functions and develops the competencies required to help his group more effectively achieve its objectives. This, we believe, is a more productive view of group leadership than the more traditional view that associates leadership with titles or assigned roles. For this reason the training program detailed in these pages is organized by **functions** and the **competencies** deemed helpful in carrying each function. These are outlined in detail in Chapter I.

THE TRAINING SEQUENCE

This training program is based upon the "Modern Practice of Adult Education" as defined by Malcolm S. Knowles in his book by that title. It employs the following steps for the development of the indicated competencies:

1—ESTABLISHMENT OF A CLIMATE FOR LEARNING. Group leaders must feel accepted and display genuine acceptance of group members if significant training is to occur. Because of the critical importance of the learning climate, Chapter III deals exclusively with this subject.

2—SELF-DIAGNOSIS OF LEARNING NEEDS. The involvement of the leader in diagnosing his own learning needs is the key to his participation in the training experience. Again, the importance of this step has justified its treatment, in Chapter IV.

3—DEFINING TRAINING OBJECTIVES. Once group leaders' needs have been identified they may be translated into training objectives or matched with the competencies to be developed by specific training exercises. A specific training objective has been stated for each exercise.

4—DESIGNING A TRAINING UNIT. Training units in the manual have been designed to employ exercises that relate to a specific competency. While training units are usually designed to be covered in a single session, in some cases a unit may extend beyond one session, depending upon the group's involvement in that aspect of the training.

5—EVALUATION AND RE-DIAGNOSIS. Learning is a continuing process. It is important that, at the end of each unit of training, leaders be asked to evaluate their learnings and, if they wish, to re-assess their training needs. The above sequence of steps would then be repeated.

HOW THE TRAINING PROGRAM MAY BE USED.

Although one can increase his knowledge and understanding of groups by studying these materials on his own, the training is designed to take place in a group setting — that is, with group leaders. The training program has been developed for leaders; however, many of the learning exercises which the leader experiences may be appropriately repeated as program with his own group members. It is expected that his training will prepare him to do this. Thus his training will be more explicitly useful as well as add to his growth as person and leader.

GROWTH AS A GROUP LEADER

It is apparent that the training program should be administered by competent leaders. This, however, should not deter anyone from setting out upon the exciting adventure of improving his leadership skills. As leaders work with these materials in concert with other group leaders and, in turn, with their group members they will find ways to modify and improve upon the designs included in the manual, even designing new learning exercises and methods appropriate to the special needs of their groups.

Digitized by the Internet Archive
in 2025 with funding from
Graduate Theological Union

https://archive.org/details/rainingvolunteer00unse

Functions Of The Group Leader And Competencies Deemed Helpful

What are the marks of an effective group leader? Efforts to identify and classify traits of personality or character have proved futile. People of all kinds make effective leaders. And people of all kinds frequently fail when one observes what happens to their groups. The effective leader will cause or help certain things to happen in the life of the group. For purposes of this training program these things are referred to as **functions.** There are five functions covered in subsequent chapters of the manual. They are:

FUNCTION I – HELPING THE GROUP GET ORGANIZED

FUNCTION II – HELPING MEMBERS TO BE MORE EFFECTIVE AS PERSONS AND AS GROUP MEMBERS

FUNCTION III – HELPING THE GROUP DEVELOP ITS PROGRAM

FUNCTION IV – HELPING THE GROUP TO BE MORE EFFECTIVE AS A GROUP

FUNCTION V – HELPING THE LEADER TO GROW AS A HUMAN BEING

As will be noted in the following pages, there are several **competencies** (knowledge or skills) described under each **function,** which should be helpful to the leader as he works with his group. This grouping of competencies will help the leader in the beginning, but it should be emphasized that **individual competencies and related learning exercises can be grouped in any sequence that makes sense to the leader and the participants.**

Functions And Competencies

FUNCTION I – HELPING THE GROUP GET ORGANIZED

Competencies

I–A Understanding Why Members Join And Continue To Belong To The Group

People belong to groups to satisfy unmet needs of which they may or may not be aware. Examples: a need to belong; a need for more human interaction or because it's "the thing to do." They also join groups to attain specific objectives: to participate in the group's activities; to be with friends; or because someone expects them to. When the group does not meet needs or fulfill the individual's expectancy he usually drops out. An understanding of these underlying reasons enables the group leader to help members attain their goals and helps the group become more productive.

I–B Understanding The Forces That Affect Both Individuals And Groups During The Early Life Of The Group

The process of becoming a member of a group is accompanied by predictable and identifiable psychological states in the individual. The group, also particularly in its early life, goes through predictable phases. Knowledge of these forces can help the group leader in his understanding of individual behavior and to provide him with strategic help at the group level.

I–C Skill In Helping The Group Formulate Goals Which Guide Its Activity

This is a far more important and more difficult task than it may appear to be. People belong to groups for reasons. Organizations sponsor and support groups for purposes. Staff supervisors, group leaders, and group members have individual expectations. If group goals are to be guides to activity they will derive from an open awareness of all of these needs, purposes and expectations. Ideally individual member goals are caught up in group goals; group goals in turn are compatible with those of the sponsoring organization; the group leader's relationship to his staff supervisor is clearly examined. Their mutual responsibilities are clarified and accepted. Group functioning will likely be impaired when goals are vague or when they are in opposition to each other.

I–D Skill In Helping The Group Develop Organization Appropriate To Its Goals

Group organization includes such things as elected officers, committee structures, procedures for taking in new members, time, place and frequency of meetings. These may or may not be incorporated in a constitution or set of by-laws. **Ideal group organization enables the group to do what it wants to do** (achieve its goals) **most effectively.** If there is too little organization the group is likely to waste time and energy on matters that could be routine. Or too much organization can result in ritualistic, dull and boring activity. Organization not compatible with group goals leads to frustration. The effective leader knows the difference.

FUNCTION II – HELPING MEMBERS TO BE MORE EFFECTIVE AS PERSONS AND AS GROUP MEMBERS

Competencies

II-A Knowledge Of Group Leadership Concepts And Skill In Applying Them

Newer concepts of leadership focus more on what the leader **does** than what leadership **is.** What a leader does can be performed by any member of the group. The more widely leadership functions are shared by members, the less dependent the group will be upon an assigned leader and the more likely are members to make good decisions, to carry them out and to experience the satisfaction that comes from achievement.

II–B Skills In Communication

A look at how people communicate in group situations often reveals why groups have problems. People say one thing but are heard differently. They communicate much through actions, although they are often unaware that they are doing so. The group can become aware of the various ways they do communicate and can practice ways of communicating more effectively.

II–C Skill In Developing Openness Between Members

In a new group, members feel enclosed within themselves. They do not know what behavior is appropriate. As soon as someone makes a personal remark he has made a crack in that barrier. It is not easy for most people to talk about themselves to strangers, about things that are personally meaningful. Yet as one does so, that uneasy feeling of isolation and wariness begins to dissolve and there is movement by others to reciprocate. A change is felt in the atmosphere. There is less tension. This is the first step taken by members in opening themselves to each other.

II–D Skill In Helping Members Give and Receive Feedback

When a person is told by another how he is perceived, how his behavior strikes the other and what the other feels and thinks as a result of his behavior, he is receiving "feedback." Feedback is essential if one is to improve his performance and his relationships with others. It takes skill to give feedback so it is listened to. It takes concern for others, as well as skill, to give feedback so that it does not seem merely punitive, is understood, and is useful to the person receiving it. It also takes skill to invite this feedback in ways that encourage others to contribute constructively. There are helpful guidelines to make this experience productive. They need to be understood and practiced.

II–E Skill In Clarifying Member Expectations And Using Conflict For Constructive Learning

People differ in ideas, attitudes, values, beliefs, and behaviors. These differences influence what members expect of each other and of the group leader. When different points-of-view are strongly held, conflict and controversy often result. Problems occur when the behavior of a member or leader differs from what others expect or believe his behavior should be. When groups can clarify and negotiate member expectations and when they openly and honestly deal with conflict there are rewarding results. There is group growth and a rich variety of experience for individuals. The leader can develop the skills to make this happen.

II–F Skill In Responding Constructively To The Behavior of Members

All behavior, even disruptive behavior, carries a message which is worth trying to understand. Usually the leader can achieve this understanding and respond in ways that benefit the member and the group. Occasionally he may need to arrange for a referral for professional help.

II–G Skill In Developing a Climate For Growth, For Members and For The Group Leader

A climate of support and acceptance will enhance each member's growth toward his fullest human potential. Self-awareness, self-understanding, and identity depend upon such a climate. Many group experiences can contribute to this, but no single factor is as important as the leader's attitude toward his own growth. When a leader honestly explores his feelings with the group, he demonstrates his self-acceptance and recognizes his worth as a feeling person. He is thus released from defensiveness, able to relax and relate more helpfully to the feelings of others. His behavior is contagious and generates understanding, acceptance, trust, esteem and caring for others. This is a climate in which growth occurs.

FUNCTION III – HELPING THE GROUP DEVELOP ITS PROGRAM

Competencies

III–A Knowledge of The Community Of Which The Group Is A Part – Its Problems, Needs, Characteristics And Resources

What are the chief influences in the lives of members? How do members of the group spend their spare time? With whom do they work and play?

In order to understand each other the members and the group leader need to have a feeling for the external and visible community of which each is a part.

III–B Understanding The Needs, Problems, Concerns, Interests, Conditions, Life-Styles, And Basic Growth Tasks Of The Members

As the group leader gains an understanding of the members, trying to stand in their shoes, see and feel what they see and feel from their point of view, he can, in a sense, play on their team and relate his behavior more truly to their needs, aspirations and goals, supporting them in their growth.

III–C Skill In Helping The Group Do What It Really Wants To Do

A group often doesn't do what it really wants to do. Sometimes the members' goals don't coincide with the group's plans. Frequently the members react negatively to what they perceive as the leader's goals. At times there is simply not an appropriate grouping of individuals. In all these situations an open examination of goals and problems can help in the construction of an acceptable program.

The group leader accepts the concerns of the members and encourages the group not to ignore these concerns in planning activities. This allows the real goals of the group to emerge.

III–D Helping The Group Become More Inventive And Creative In Program

Group program activities are frequently repetitious, routine and hackneyed, in both content and method. When groups have re-examined the relationship between their goals and the ways they spend their time they will benefit by finding **new ways** of doing **new things.** Most groups need to resist the temptation of repeating the familiar simply because it is easier. Willingness of a group to try programs which they have not previously experienced will add richness, interest, and adventure to the group experience.

III–E Skill In Helping The Group Relate To The Larger Community

Few groups stand alone in any community. The sponsoring organization and other community groups usually have similar interests and possess resources which can be strengthened by cooperative effort. As groups gain in strength they may want to join forces with others in projects or tasks that would make living better for others as well as for themselves. The group leader can develop the skills to guide his group in its cooperative endeavor.

FUNCTION IV – HELPING THE GROUP TO BE MORE EFFECTIVE, AS A GROUP

Competencies

IV–A Knowledge Of The Stages Of Group Development And Their Changing Demands

Groups are not born into full maturity. Like individuals, they grow through stages of development. Some groups find it difficult to mature and tend to stay at the beginning stage. Others reach maturity and after being at peak performance begin to diminish in effectiveness. It is important for the group leader to understand these stages and their changing demands so that he can gear his leadership to the groups' needs at any given stage of development.

IV–B Skill In Helping Members Identify, Develop, And Maintain Group Standards

Group standards, or norms, are those ways of behaving which a group develops over time. Some standards, such as attentive listening, decision by consensus, sharing of responsibility, help the group to function efficiently. On the other hand, members are sometimes unaware of practices which may not be helpful. When they become aware of such practices they usually improve their standards of working together.

IV–C Skill In Group Problem Solving

Any difficulty which a group may be experiencing can be stated in the form of a problem. A problem, when clearly stated, becomes something which can be worked upon and for which solutions can be developed. All groups have problems and it is good use of time for the group to work at improving the ways it goes about solving them.

IV–D Understanding The Effects Of Cooperation And Competition In Groups

Competition, both planned and unintended, occurs frequently – between members, between sub-groups, or between groups. Most of the time competition reduces the effectiveness of the group. Cooperative experiences also occur and these enhance group life and productivity. An understanding of these forces can be helpful in building a more effective group.

IV–E Knowledge Of Ways A Group Gets Information About Its Performance

The performance or productivity of groups is found primarily in the feelings, attitudes and judgments of the participants. The question, "How are we doing?" is always relevant. Sometimes information about the feelings of members is obvious or readily available. At other times a lack of member awareness or a climate of defensiveness makes the acquisition of pertinent information difficult.

IV–F Understanding The Group's Role In The Process Of Social Change

Change can be very threatening to a member, a group, or a community because it cannot be achieved apart from requiring change in one's self, and because it is difficult to foresee what the change will bring. Yet change is inevitable and its place in today's world appears to be increasing. The effective group is not only able to change but to participate with others in achieving change.

IV–G Skill In Serving As A Consultant And Resource To The Group And Its Members

The most skilled leader often asks such questions as: How can I be most helpful to the group? What does my role as consultant and resource call upon me to do? How can I develop the kind of relationship with members that enables them to draw upon what I am able to contribute? How can my knowledge and skills be used without members becoming dependent upon me? Training provides experience, insight and answers to these important questions.

FUNCTION V – HELPING THE LEADER GROW AS A HUMAN BEING

Clustered under the foregoing functions are 23 separate competencies deemed helpful to the leader as he works with a group. Genius-saints might shudder at such a list. How much more likely are we mere mortals to be overcome by feelings of inadequacy. **This need not be!**

In identifying this spectrum of leadership competencies no assumption is made that any leader will master them all to perfection. They give focus and direction to a program of leadership training. In another sense, they represent an ideal toward which any leader, regardless of where he starts, can direct his own growth and measure his progress.

There are several competencies listed under each of the first four functions. Under this one – HELPING THE LEADER GROW AS A HUMAN BEING – there is but one, and it perhaps is not so much a competency as it is an attitude, a posture, a point of view. It is simply . . . . . the capacity for self-examination and the desire to grow.

Rarely do we allow ourselves the privilege, or take the risk, of self-examination. We find it comfortable to carry around assumptions about ourselves that are frequently more vague than assumptions we have about others. We change constantly and may not be aware that we have changed. With the help of others we can correct our self-image so that it is more realistic and develop the self-insight that enables us to cut through the biases that impede growth and learning.

Wherever you begin as a leader, with this posture you will grow in competence. Other leaders, members of your group, and the training program set forth in this manual are your immediate resources for growth. It is hoped **and expected** that your participation in this training program will lead you to . . . . . an attitude of acceptance of yourself as you are but also still in the process of becoming . . . . . a belief in the ownership of the group by its members . . . . . a respect for the capacity of the group to be self-directing.

It's an adventure well worth the trip.

Training The Trainer

This chapter, developed with the help and guidance of Dr. Eva Schindler-Rainman, is an effort to reflect ideas and concepts from the field of training which are most useful to anyone who is engaging in the training of others.

Who or what is a trainer? In its broadest sense a trainer is any person whose resources contribute to the learning and growth of one or more other persons. This rather loose and all-inclusive definition conforms to the assumptions of a **learning community** in which all members, regardless of status or assigned roles, are indeed learners or trainees drawing upon each other's resources rather than depending exclusively upon the resources of a designated trainer. While this is a positive posture for a developing or learning climate, the fact remains that in community and organization life there are persons who by assignment carry the specific responsibility for the training of others. In the context of this manual, the term trainer refers to **that person who designs and guides the training of a group of leaders.**

The ideas presented here are applicable on several levels. For example, the group leader, a trainee in one setting, becomes a trainer as he relates to his own group helping it to function more effectively. Any agency or association staff member with training responsibility will find these concepts applicable whether he works at a local, regional, or national level.

These ideas, presented in outline form, justify reflection and thoughtful self-examination on the part of the would-be trainer.

1. IT HELPS TO BE A TRAINER IF . . .

. . . you like people
. . . you like to help people learn
. . . you are committed to volunteerism
. . . you can communicate
. . . you know your subject matter
. . . you have small and large meeting skills
. . . you can conceptualize
. . . you know where to find that which you don't know
. . . you have the ability
. . . you perceive training as a two-way street to teach **and** to learn
. . . you can be flexible and responsive
. . . you have an understanding of the trainee's reality
. . . you can admit when you don't know
. . . you enjoy utilizing resources in addition to your own

2. THESE ARE THE THINGS THAT TRAINERS DO:

. . . provide an atmosphere for learning
. . . help define goals and purposes
. . . help trainees diagnose their training needs
. . . engage in planning with trainees
. . . demonstrate, stimulate, and model
. . . help to design meaningful learning experience
. . . take responsibility for involvement of participants in execution of training design
. . . help participants with realistic problem solving
. . . help prepare trainees for **their** specific experience
. . . help release creativity within each individual in the training group
. . . keep contact with total group and individuals within the group before, during, and after training experience

3. THIS IS HOW ADULTS (Trainers, Trainees, Leaders, Directors, Volunteers) LEARN:

. . . Adults learn when they have strong motivation for learning.
. . . Adults learn when the experience is satisfying and is accompanied by feelings of success.
. . . Experiences which foster a better self-image (and greater acceptance of self) are conducive to learning.
. . . Learning takes place in a non-judgmental climate which is characterized by openness, empathic understanding, acceptance, valuing, trust, and caring.
. . . People learn more efficiently through having experiences than by such means as reading, listening to lecture, or watching movies.
. . . Adults learn best when they can define their own learning goals.
. . . The opportunity for experimental try-out behavior with feedback facilitates learning.
. . . Adults need the opportunity to apply their learnings in a variety of ways with feedback, and feedback on feedback.

. . . The content of learning needs to be applicable and relevant to the participant's back home group and situation.

4. THE TRAINER INCREASES THE TRAINEE'S USE OF EXPERIENCES BY . . .

. . . exemplifying through his own behavior sound principles of the teacher-learner relationship
. . . identifying the crucial factors in a training experience, such as group size, composition, experience, etc. (see No. 7)
. . . using the training group as a try-out laboratory
. . . using the trainee's own work experience
. . . facilitating field experience for the trainee through:
—serving as an intern to another leader
—interviewing potential trainees
—observing training efforts of another agency
—practicing the designing of training experiences for a variety of groups
—written documentation

5. THE TRAINING GROUP CAN BE A MEANS FOR HELPING TRAINEES TO BETTER UNDERSTAND THEIR OWN GROUP BY:

. . . identifying and using resources of individual members
. . . simulating the forces which operate in the trainee's own group
. . . studying (identifying, analyzing, experimenting, discussing, critiquing) the **processes** of the training group itself
. . . serving as a vehicle for problem solving, decision making, and involvement
. . . being a place to **practice** the development of sensitivity to one's own and others' communication signals
. . . consistently bringing into awareness how the forces at work in the training group are similar to those in the trainee's own group

6. THE TRAINER GATHERS INFORMATION FROM TRAINEES REGARDING . . .

. . . trainee's evaluation of training and feelings about learnings and productivity
. . . usefulness of learnings when applied to trainee's own group, through such means as:
—group discussion
—post-meeting reaction slips
—written narratives
—feedback scales ("not at all" - "somewhat" - "helpful" - "very helpful")

7. THE TRAINER ENGAGES TRAINEES BEFORE AND AFTER TRAINING THROUGH . . .

. . . letters, personal contact, telephone conferences and group conferences
. . . relating trainees to each other
. . . data-gathering questionnaires ("how are things going?")
. . . taped reporting
. . . involvement in planning next training session
. . . interim assignments or written job descriptions
. . . sharing of critical incidents
. . . a problem census
. . . forecasting an image of trainee's potential one year hence

8. IN PLANNING TRAINING, THE TRAINER TAKES INTO ACCOUNT SUCH VARIABLES AS . . .

. . . trainee experiences, needs and expectations
. . . number and geographic distribution of trainees and their availability for involvement in planning
. . . the nature and amount of training content and how it ties into expected outcomes
. . . the trainer or leadership resources required and available
. . . available time between training sessions for application of learnings
. . . time available for training and a realistic assessment of what can be achieved (Sessions that are too long tend to diminish effectiveness of training.)
. . . amount of money available for resources (both human and material)
. . . physical accommodations available

Sample Training Designs

On the following pages will be found two sample training designs, one a two-day model, the other a two-hour model. They are sample models. The trainer can make appropriate adaptations by applying to his own situation the ideas and principles documented above.

Before

Leader, by mail, asks trainees to respond to the following:

1. Describe the training group you will be working with in your own Association.
2. What do you see as your strengths as a leader?
3. What are some aspects of training you would like to work at?

1st Session

Feed in results of preliminary data gathering.

Set goals for this training experience.

Work out methods to be used. Set up tentative schedule.

2nd Session

Test previous work done on goals by this question: If we can accomplish what we have staked out, will you go home having received strategic help? Modify goals if necessary.

Select a **brief** and **simple** training exercise. Ask part of the group to simulate a training group composed of volunteers. Secure a volunteer to be in the role of leader. Others are to be observers.

——One trainee acting as a leader.

——Other trainees as observers.

The "leader" proceeds to carry out training exercise with group of "volunteers."

At its conclusion conduct a critique:

1. Ask observers to report what they saw.
2. Ask "volunteers" to report how they felt about their learnings.
3. Ask "leader" to comment upon his experience.

Note:
The "leader" needs to be given time to become familiar with training exercise.

Variation:
Form observers into teams, each with a particular assignment of what to observe.

If time permits, repeat with roles taken by different trainees. The same training exercise can be repeated, or a different one used.

3rd Session

Distribute copies of HOW ADULTS LEARN (No. 3), page 7. Form trainees into triads (threes) to discuss:

Are these principles valid?

Which are most crucial, which least?

Are they practical?

After appropriate length of time convene group. Merge the reporting from the triads into general discussion, looking for consensus or divergency.

Form triads (same or different). Assign the discussion of one principle to each triad. The task: What are some creative ways of applying this principle to back-home training groups?

4th Session

Use the same format as in Session 2 except that the simulated training session is the **first meeting** of the group. Observers look for application of HOW ADULTS LEARN principles.

5th Session

Each trainee, working alone, sharpens and redefines his training goals as he now sees them.

Pair the group when the above has been done to provide opportunity for sharing and securing others' perspective.

6th Session (final)

Deal with any problems around the use of the source book on training exercises.

Involve total group in an evaluation of the training experience.

Discuss ways of keeping in touch and set date and place for the next training event.

Follow up

Give each trainee an envelope (addressed to the leader) with a form to be mailed **after** the trainees' next session with his back home group. This form should provide for answers to questions about his experience. Some suggested questions are:

How did it go?

What training exercises (if any) did you use?

Do you have hunches as to useful content for our (i. e., the trainee and the leaders') next training experience?

Sample Training Design

A Two-Hour Model

The following model is one which might be used with a training group made up of group leaders. It is based upon the assumption that a diagnostic process used prior to this session has identified the training need which is to be focused upon.

1. Climate-setting. (See section on Climate-Setting.)
2. Statement of the learning target(s) for the session. (previously identified)
3. The training unit. This consists of a training exercise or a sequence of exercises. Look for the Competency that is related to the previously identified training need, and use the exercises described under this Competency. Leaders may also design their own.
4. Identification and potential implication of what was learned. Statements by trainees.
5. Post meeting reaction slips.
   This is used to find out how helpful the trainees perceived the session.
6. Identification of next steps by total group.

Creating A Climate For Learning

It takes more than a comfortable room to have a learning climate. Physical arrangements such as decor, lighting, ventilation and equipment are important; but it is people who will be doing the learning, and attention must be given to them as well as to the room.

When a person first enters a group he wants to be accepting and accepted, to contribute and to receive, but until he knows what will be appropriate he will have to experiment. If no one helps him, he will try out behaviors that he found acceptable in other situations. If these are received favorably, he will move forward with confidence. If they are not received favorably he will retreat with some anxiety until he observes the kinds of behavior, in others, that is reinforced by the group, or until he is willing to risk again his own. Most people try their usual behavior patterns several times before trying something less familiar.

The leader, knowing that each group member brings with him his own particular background and expectancies, can guide the process of entry and acceptance, reducing member anxiety, relating members to each other, integrating member goals with group goals and thus help members to communicate realistically.

A primary condition for acceptance is the discovery that one's value system is somewhat compatible with that of other group members. Left to chance this discovery takes time, and in some groups never occurs. But it need not be left to chance. The group leader can provide the setting and the experiences that speed up the process of getting acquainted at significant levels. It should be kept in mind that maintaining a climate of acceptance requires **continuing attention;** it cannot be done once and then forgotten. This is particularly important when a new person enters a group. Some climate building should be a part of every training session or unit of training.

On the following pages are three exercises and some suggested ideas that will help the leader and his group move through the early stages of getting acquainted, feeling accepted, and, in general, preparing to get on with the goals, objectives, and activities that brought them together in the first place. Before proceeding to the exercises, a few guidelines for their use may be helpful.

Guidelines for Climate-Setting

1. People relate more quickly in small groups. Tables or circles of chairs that seat four to six persons are ideal. Light refreshments on the table (a basket of fruit or a dish of nuts) might be helpful.
2. Exercises in sharing experiences should be planned with the particular group in mind. Factors of age, sex, ethnic background, and experience should be considered. If various cultures are involved, the leader may need to be aware of important cultural practices of group members.
3. Early questions or exercises should call for memories or experiences readily available to everyone, rather than for opinions or ideas. Memories of childhood—smells, tastes, colors and experiences are close to the surface and usually not threatening if shared. In time the group will move to the sharing of more meaningful data, but this process should **not** be forced or rushed.
4. It is usually effective if the leader will model what he is asking others to do by sharing his experiences first.
5. Participation in climate-setting exercises, as in all others, **should be voluntary.** Any member of the group may "pass" at any time, and his wishes honored with no questions asked.

Additional Exercises

There are many exercises other than the ones in this chapter that can help the leader and group sustain a climate for learning at various stages of group development and experience. The resourceful leader can find these in most any community where there are colleges or universities, or especially through consultants or trainers in Group Development. An excellent source of supplemental training materials is the National Training Laboratories NTL, 1815 North Ft. Myer Drive, Arlington, VA 22209. Others are available through the Research and Development Division, National Board of YMCA, 291 Broadway, New York, N. Y. 10007.

As the leader and his group mature and increase their confidence they can apply the above guidelines in the development of their own exercises. This often is more effective than merely running through ready-made exercises developed for other group situations.

Exercise No. 1— Time: 30-60 minutes

BIOGRAPHICAL GUESSING GAME

OBJECTIVE

To help the members of a new group get acquainted.

Comment

This exercise facilitates the acquaintance process with emphasis upon the kind of information people usually seek and give. The process helps to identify each member within the broader context of his life. It provides the group with enough information about its members to enable it to start functioning comfortably. The process does not particularly lead in the direction of fostering deep relationships. This kind of data tends to introduce "role" information into the group.

When and Where to Use

The first meeting of a group, particularly one in which the members do not know each other very well. Use when knowing in depth is not crucial.

Materials

None

Procedure

1. For 3 minutes, everyone is to guess out loud the biography of one of the members. Guess about his childhood, adolescence, parents, place of birth, education, interests and present hobbies, present family, employment experiences, skills and abilities. Be serious or comical or both, but everyone should contribute 2 or 3 guesses.
2. At the end of the 3 minutes, the person will spend 3 minutes telling how close the guesses came to the truth.
3. The next person then becomes the focus for 3 minutes of guessing and 3 minutes of response. This continues for as long as time is available.

Note:

The group may want to deal with two or three members for each of the first few meetings, or, if the group is small, deal with all in one meeting.

Exercise No. 2— Time: 45 minutes

GETTING ACQUAINTED THROUGH SHIFTING SUB-GROUPS

OBJECTIVE

To begin the process of quickly getting acquainted. To help members begin to interact by sharing ideas, feelings, values, and standards. To provide a means of releasing tension by repeated physical movement.

When and Where To Use

Early in the life of the group, perhaps first meeting, to stimulate conversation and interaction.

Procedure

The leader uses a list of statements arranged in triads. He calls off the three statements in the first triad and asks each member to station himself in one of three different places in the room, according to which of the three statements is the most important to him. After the members have thus formed themselves into three small sub-groups, allow five minutes for discussion in each sub-group about the reasons for their choice. Repeat the process four or five times using a different triad of statements each time.

A series of triads is suggested below, from which the leader may select four or five that seem most appropriate to the group.

To like myself
To be well known
To be unafraid

To be rich
To be warmhearted
To be competent

To seek the truth
To attract the opposite sex
To be strong and independent

To be unencumbered by possessions
To have strong family ties
To be optimistic

To be generous towards others
To be my own boss
To have understanding friends

To accept others
To have sexual prowess
To be sober and clearheaded

To live a calm life
To have children
To accept others

To have good self-discipline
To be part of a family
To know I'm capable

To be well liked
To be free from having to obey rules
To be in a position to tell others what to do

To do what is morally right
To go out of my way to help others
To have people willing to offer me a helping hand

To be able to express tenderness more easily
To express anger more effectively
To be discriminating in self-expressions

To take active part in group discussions
To let others take the lead
To invite people

To be alone sometimes
To be affectionate and close with people
To guide and teach others

When I was a kid I wanted one of my parents to—
spend more time with me
allow me more freedom
show more affection towards me

Reassemble as a total group for discussion.

Considerable time is allowed for open free discussion, during which the group should be encouraged to suggest their own learnings.

The following additional questions may be asked if they have not been discussed.

a. Do you know the others in the group better now?

b. How did it feel to find yourself the only one in your group? Did you stay alone, or did you shift to another group?

c. Were you meeting the same people in different groups? What were your feelings on this?

d. Did you find yourself with the largest group? How did this feel?

e. When you met the same person in a group that was assembled for an entirely different reason, did he seem to acquire a new dimension for you?

f. Did you find you were evading the hardest sentences and taking the ones less risky for you? Or were you deliberately picking out the risky ones to take on in a group?

Variations

A leader is strongly urged to examine the suggested triads for relevancy, and to develop new triads if they can be especially appropriate for the group.

Exercise No. 3—
DRAWING YOUR LIFE LINE

OBJECTIVE

To provide members an opportunity to share important or critical turning points in their lives as a means of building understanding and caring.

When and Where To Use

The exercise may be used at any time, but is especially helpful when members show a readiness to relate at more significant levels. It could be useful as a preliminary exercise before the group diagnoses training needs.

Materials

Pencil and paper

Procedure

1. Arrange the members in groups of 4-5. It is important that persons who will be having continuing relationships together be in the same sub-group.
2. Ask the members to draw their life line with its ups and downs, its highlights and disappointments from the time they remember to present time. Ask them to mark or code each change of direction from their own memory. (Give approximately 8 minutes for the drawing of this life line.)
3. Ask the members of each group to share this life line and to explain it to the other members of the sub-group.
4. Ask the members if they can discover any common threads in their life experience.
5. What, if anything, did their life lines suggest about the persons they will be leading?

Variations

If the leader feels that the life line is too great a challenge of disclosure, he may ask members to draw:

—a school line - a total line of their experiences in school
—a sports line - a life line of their experiences in sports
—a work line - a total line of their work experience
—a love line - a life line of their experiences relating to others in love.

This section contains many proven ideas that can be used by the leader to help in developing a climate for learning. It is a listing that can be adapted in different ways and at different times.

a. **Name Tents**

Fold a stiff sheet of paper or card, 5 x 7 inches, in half and stand on the edges, like a tent. Name tents are commonly used only for the member's name, but they can be used for biographic ideas on the outside and notes and questions.

Biographic ideas on the outside On newsprint post numbered suggestions for data to be written on the outside. Members are asked to write their **answers** on the outside of the name tent in ink or pencil, using the numbers on the suggestion. Typical questions might be:

1. Birthplace
2. How I met my wife
3. Present community service
4. Present active hobby
5. Best active sport
6. Greatest happiness during last year
7. Greatest achievement during past two years
8. Person I would like most to have as my dinner guest
9. If I could wave a magic wand and change anything, what I would like most to change in America
10. Most famous person I have ever met
11. Place I would like most to be if not here at work, etc.

Subject matter should be appropriate for the group using the name tents. This idea is especially helpful as table members change.

Notes and Questions The inside of the name tent can be used for writing questions, comments, or notes to the leader. The leader responds to any he can or wishes to by writing a sentence response. He brings before the group those of general interest.

b. Tell about the most unusual experience you have had during the past year. This could be something around the home, in the country, on a vacation, at work, on a holiday with someone, etc. This can be done around tables with the more interesting ones shared at some time with the total group.

c. A surprising meeting or situation.
Tell about a surprising meeting of a person or a surprise situation — how you felt and what you did.

d. Tell the group about some experience you have had with: (use very common every day items) a dog - a boat - a car - a piece of bread - an apple - a worm - a duck - teacher - a golf ball - a fish - the telephone - etc. Always share how you **felt** at the time of the experience.

e. Tell about some family experience or tradition on some holiday or special event. If your family did not have one, tell about one you think is interesting.

f. Tell about the first time you entertained. This can be a recitation, a song, a play, etc. Sing the song or repeat the recitation if possible.

g. Complete the sentence:
A favorite place in my childhood was
My favorite teacher in grade school was
The flower I like the most is . . . . . .
The place I like most to visit is . . . .
Etc.

h. First times I remember:
The first time I went to school . . . .
The first party I attended . . . . . .
My first date was . . . . . .
My first kiss . . . . . .
My first time away from home . . . .
Etc.

i. What was the greatest:
My best time . . . . . .
My best suit or dress . . . . . .
My best date in high school . . . . . .
My best day on the team . . . . . .
Etc.

j. Under what circumstances did you feel most grown up:
In grade school . . . . . .
At home . . . . . .
At camp . . . . . .
In Junior High . . . . . .
Etc.

k. Non-verbal experiences
Leaders who have had experience with non-verbal exercises may select from the following one or two which would seem acceptable to the particular group:

Moving around the room and greeting others non-verbally. Stand before them — look them in the eyes — letting them know you care.

Greeting others — non-verbally, but with touch — moving around the room — stopping before another — touching their arm or face in a way that conveys caring.

Trust Walk. Group divides into pairs. One person closes his eyes and is gently led around the room with the partner carefully helping him yet not speaking aloud. All directions are given by touch. Rather difficult experiences may be tried in this trusting relationship. Partners exchange places after 3 minutes.

Thinking about others in the group.

Lie on floor (if carpeted) or lean back in chair with eyes closed, think about each member of the group and what each means to you. Find some good thought for each member of the group. After 5 minutes, open your eyes and note who, if any, has been left out in your thoughts. Close eyes again and take 2 minutes more to focus especially on these.

l. One person volunteers to be a target in a small group of 4 to 12 and the others take turns to say:

When I look at you and think of a color, you come through to me as . .
Each member tells the target person the color that came to him and what this color means. This continues until each has been the target person.

Instead of color, other symbols may be used, such as a building, an animal, food, etc.

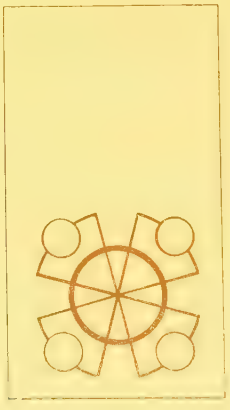
m. My favorite . . . . . is

The blank may be filled with any number of items such as — food, color, vacation spot, sport, hobby, book, hymn, poem, etc.

n. What are you wearing that most truly represents your feeling today?

Have each member of the group guess and write down what they think each member will say. The members each report before the guesses are reported back.

This list is only suggested to stimulate thinking. The trainer and group may add to it as they wish.



Diagnosing Learning Needs

An individual is most ready to learn when he recognizes a gap between where he is and where he would like to be. Learning occurs when he draws upon available resources to close the gap. A productive diagnosis of learning needs requires an identification of training objectives, or the outcomes desired from a training program. The group leader, once he is familiar with his task, is the best judge of what he needs to know or be able to do, providing of course that he has a clear view of the "model group leader" he hopes to become. Diagnosis then requires an awareness of the leader's present position in relation to his perception of the model. The training program seeks to close the gap between where he is and where he wants to be.

The diagnosis of learning needs is a critical element in the training program and **should not be rushed.** It is usually desirable to extend the process over several sessions of planning. Because of its importance, this chapter of diagnostic exercises has been developed to help the group leader identify his own needs and to share with other trainees and a trainer in decisions related to their training program.

The trainer may draw upon these exercises, or others out of his experience that seem appropriate, but in all instances members of the training group should be involved in making the choice. This diagnostic-planning procedure thus becomes a model that leaders may follow as they plan with their own program groups.

The diagnostic process might begin with distribution of the **functions** and **competencies** of a group leader, described in Chapter I. If these are given to trainees at the first session for individual study they become the basis for a diagnostic exercise at a subsequent session.

It is important to keep in mind that **diagnosis is a continuing process**, and leaders should feel free to modify the training to meet changing needs as they become evident. It is seldom desirable, therefore, to project the training program for more than a few sessions. Also, in order to keep learning experiences close to the felt needs of each member, it may be necessary to provide training on a sub-group or individual basis, rather than push all members through their paces at the same time and rate.

Exercise No. 1— Time: 45 minutes

WHERE DO I STAND

OBJECTIVE

To help each member explore his ideas of his own leadership in the group as clues to his training needs.

When and Where to Use

This exercise may be used early in the life of the group after a climate - setting experience.

Materials

Newsprint and markers. Copies of "Where Do I Stand" (see following pages) for each member.

Procedure

1. Opening comment that explains purpose of exercise as an exploration of ideas about group leadership leading toward planning of the training program.
2. Distribute copies of "Where Do I Stand" to be completed by each member.
3. Have members meet in sub-groups of 3 or 4 to compare responses. —Where they are in disagreement or are unsure, have sub-groups change statements the least amount possible so that they can agree.
4. Sub-groups feedback to newsprint:
   —the numbers of statements with which they agree
   —the changes made in order to get agreement
5. When sub-group reports are completed engage in discussion of differences asking for supporting illustrations of situations.
6. What learning needs are suggested by the experience?
   Record these for future reference.

Where Do I Stand

Leaders who wish to examine their own attitudes may find a guide in the following list of statements. Even among effective group leaders there will be some disagreement in their attitudes and philosophy. These are merely thought-provoking questions that other leaders have had to face and in each case, check the statement with which you agree most.

1. The most important factor in the group's effectiveness is the wisdom of the leader.

   Agree Unsure Neither

2. The most important factor in the group's effectiveness is the ability of each member to make his maximum contribution.

   Agree Unsure Neither

3. Goals set by the total group in the long run will be best for the group.

   Agree Unsure Neither

4. Often the leader knows better than the group what goals the group should achieve.

   Agree Unsure Neither

5. The most effective group is the one which each member feels free to lead.

   Agree Unsure Neither

6. All groups need a single leader.

   Agree Unsure Neither

7. The leader must retain some authority over the group.

   Agree Unsure Neither

8. Authority is rightly the property of the total group.

   Agree Unsure Neither

9. The leader loses his effectiveness if he allows his ideas to be challenged too often.

   Agree Unsure Neither

10. An effective group is one whose members are always free to challenge the leader.

    Agree Unsure Neither

11. A leader should try to minimize status differences between himself and the group.

    Agree Unsure Neither

12. A leader should have more status and prestige than group members.

    Agree Unsure Neither

13. Most people are too uninformed to make a contribution to a group discussion.

    Agree Unsure Neither

14. Every member should be considered a potential contributor to a group discussion.

    Agree Unsure Neither

15. A leader should welcome dependence upon him and use it to teach the group.

    Agree Unsure Neither

16. A leader should try to decrease dependence upon him.

    Agree Unsure Neither

17. A leader should hold on to his power if he uses it wisely and justly.

    Agree Unsure Neither

18. If the leader has power over the group then members will not participate as freely as if he did not.

    Agree Unsure Neither

19. People learn to be dependent, but also desire freedom from direction by others.

    Agree Unsure Neither

20. People are basically dependent and want their thoughts to be directed by those who know more.

    Agree Unsure Neither

Exercise No. 2— Time: 45-60 minutes

FISH BOWL

OBJECTIVE

To observe situations that happen in groups as a basis for identifying training needs.

When and Where To Use

This exercise may be used early in the group experience as soon as some acquaintance and climate-setting have occurred. Minimum of 12 persons.

Materials

Newsprint and markers. Pencil and paper.

Procedure

1. It is desirable that the group in the fish bowl be at least 8 members so that their experience will approach that of a group. It is also desirable that 8 persons sit outside the inner group, with one person observing each member of the inner group. Seating should be arranged so the observer can see and watch the person's face.

2. The group in the center is given a simple problem to solve. It should be a problem of concern to the group and which they are qualified to solve. They are to solve this problem without selecting a chairman. They should be asked to solve the problem or make a decision in ten minutes. The problem might be something like:

   a. What will be the best three dates for our first training session?

   b. What refreshments, if any, should we have at training sessions and how should they be arranged?

   As the meeting proceeds, the observer jots down notes on how the meeting seems to be going and how his partner is participating.

   At the end of ten minutes, the participant jots down how he feels about the meeting and what he thinks would improve it. The observer jots down what he thinks was helping or hindering the meeting and what his partner might do to make the meeting more effective.

   After three minutes preparation (above) the participant and his observer meet to talk about the meeting. They then write down their answers to the questions:

   What I would like to know or understand more about groups.

   What I would like to be able to do more effectively in groups.

   (Trainer prepares newsprint for reports on questions 1 and 2.)

   Feedback reports from pairs to newsprint. Write them as the members say them.

   Combine or give the same number to those that seem similar in meaning.

   Ask members to choose the three numbers that would most nearly meet their present need.

   Get feedback on these priorities.

   Select the topic or topics on which to start training at the next meeting.

   Summarize.

Exercise No. 3– Time: 45-60 minutes

THINGS I DISLIKE, AND THINGS I DO POORLY IN GROUPS

OBJECTIVE

To make members more aware of the things that help or hinder group effectiveness.

When and Where to Use

This exercise may be used early in the life of the group after acquaintance and climate-setting experience.

Materials

Newsprint and markers. Pencil and paper.

Procedure

1. Leader describes the following exercise using his own words:

   All of us are members of many groups: a family, a class, a club, a group at work, etc. We have had many experiences in groups, some fine and some we would rather not repeat. Let's go around the group that is here and report from our experience something that we dislike most that happens in groups. Because I said "dislike most" it will be appropriate for anyone to repeat what anyone else has said. I'll start, and then let's go around the group to my left. Take two minutes to think about your replies before we start.

   Leader demonstrates:

   The thing I dislike most in groups is .

2. The leader makes notes as the members report and then feeds back a quick summary of what they said.

3. Leader continues:

   Now let's go around the group with another question that is a bit more personal. Again, I'll start, and this time let's go around to the right. The question is "What do I feel I do poorly in groups?" Take two minutes to think before we start.

   Leader demonstrates:

   The thing I feel I do poorly in groups is . . . . . .

4. The leader makes notes as the members report and then feeds back a quick summary of what they said.

5. Divide the group into triads and have each group take ten minutes to come up with their answers to these three questions:

   a. What would I like to know or understand better about groups?

   b. What would I like to be able to do more effectively in groups?

   c. What are the feelings I have when I'm with a group that I would like to change or improve?

6. Leader asks for reports from triads and records answers on newsprint as each representative of a triad reports.

7. Number and combine or give the same numbers to those that seem similar.

8. Ask triads to choose three that would most nearly meet their present need. (Allow about 3 minutes.)

9. Get feedback on these priorities.

10. Select the topic or topics which are to be the starting points for training.

11. Summarize.

Exercise No. 4— Time: 45-60 minutes

DEVELOPING SKILLS IN LEARNING TECHNIQUES

OBJECTIVE

To stimulate individuals to explore their own needs. To acquaint the total group with this information about each member. To develop awareness of the skills needed for effective group leadership.

When and Where to Use

Early in the life of the group, after acquaintance and climate setting experiences.

Materials

Copies for each member of "Learning Techniques: Self-Competency Scale" (this page).

Procedure

1. Trainer distributes the scale and explains instructions for responding. Allows about 5 minutes for each member to mark his individual responses.
2. Members pass their marked scales to the right, and continue passing until all members have had an opportunity to study responses of the entire group.
3. Conduct a 15-minute discussion that allows members to elaborate upon their responses and also identify areas of greatest and least competency in the group.
4. Trainer summarizes, indicating that he and the planning committee will use these responses in setting of training sessions.

LEARNING TECHNIQUES: A SELF-COMPETENCY SCALE

Using the code below, place an "X" at the point that you feel best describes your present level of competence.

Code:

- **a.** I have no knowledge of this technique.
- **b.** I know what the technique is, but I have never been a part of a group in which it was used.
- **c.** I have participated in the technique, but never as a leader.
- **d.** I have used this technique when working with groups.
- **e.** I feel comfortable using this technique.

	a	b	c	d	e
Interviewing Individuals					
Interviewing Groups					
Leading Discussions					
Setting up Role Plays					
Leading a Learning Exercise					
Increasing Participation					
Asking Helpful Questions					
Telling Stories					
Leading Group Games					
Helping Individuals Feel Comfortable					
Solving Interpersonal Problems					
Guiding Groups to Decision					
Meeting Parents					
_____					
_____					
_____					

Note: Add other techniques that seem pertinent to you.

Exercise No. 5— Time: 25 minutes

COMPETENCIES FOR LEADER TRAINING

OBJECTIVE

To help each leader assess his learning needs. To help each leader develop his priorities for training. To help the leader experience the give-and-take that is required in building a program for a group.

When and Where to Use

This exercise may be used early in the life of a group following an earlier experience in diagnosing their learning needs.

Materials

Copies of the "Competencies of the Group Leader" should be available for each member. (It is desirable to have distributed this listing at an earlier meeting and to have asked them to read it before the session.)

Procedure

1. Make a brief opening comment on the importance of the program for which they are preparing and the significance of what this learning can mean to them personally.
2. Distribute a listing of the competencies (if this has not been done at an earlier meeting). Guide them through this listing. Following is an example of procedure:
   a. You will note that there are five basic leader functions that have been identified and several competencies listed under each.
   b. Each competency is stated in a sentence and followed by an explanatory paragraph.
3. Each member rates the immediate importance of each competency right now.

   "After reading the sentence statement of each competency, rate it by recording a number from 1 to 10.

   1 means **very low importance** right now
   10 means **very high importance** right now"

   Allow about 5 minutes for members to rate all competencies.
4. After all are rated, trainer suggests: "Now let's go back to the beginning and read the explanatory paragraph for those you have rated a "six" or higher. After reading, change your rating if you wish."

   (Note: While members are reading and re-marking, the trainer prepares a sheet of newsprint for each function with the numbers of the competencies listed.)

   The Leader continues:
   "When you have finished re-marking, place the competencies in priority numbers.

   Any 10 is priority 1 for you
   Any 9 is priority 2 for you
   Any 8 is priority 3 for you
   Any 7 is priority 4 for you

   Record your priorities on the newsprint sheets posted around the room. We have a number of markers and a number of you can be recording your priorities at the same time."
5. Selecting Priorities
   If the group is under 12 persons, it is desirable to tabulate the sheets now and to engage in a group discussion.

   If the group is over 12, it may be desirable to have sub-groups work on the different functions.
   a. Get the newsprint sheet of recorded individual priorities. Examine what the individuals have recorded as individual priorities.
   b. Arrange the competencies in a learning sequence in the light of your understanding of the competency, the individual priorities, and the experience of the group.
   c. Be prepared to give your recommendations and reasoning to the group.
6. Receive group reports.
7. Develop a sequence of training with the group based on these reports.

   This sequence may be for total group or for sub-groups.
8. Summarize and develop plans for proceeding with training, keeping in mind that leaders may be involved in planning and arrangements to the extent that their energy and interest are not drained off from training.

The five chapters comprising **Part Two** of the manual present the substance of the group leaders' training program. It is immediately apparent that these chapters are organized according to the five **functions** of the group leader. (See: **Part One,** Chapter 1.) Within each chapter will be found "units of training," with exercises related to the **competencies** deemed helpful to the leader in fulfilling each function. This organization of exercises makes for clarity of presentation and will also be a convenience to the staff person or trainer in setting up a training sequence. However, to achieve maximum learnings and trainee satisfaction, many of the principles or guidelines discussed in the foregoing chapters need to be considered. These considerations would include:

1. The importance of trainees identifying their **most immediate** training need. This should be the most important factor in determining a training sequence.
2. The "units of training" are designed **primarily** for a group of leaders who come together under the leadership of a "trainer" for their own training. However, exercises and experiences from this setting are equally applicable to their own group. It is assumed that the leader's new skills and insights will be tried out in his leadership assignment.
3. Several of the exercises and resources in these chapters are derived from the YMCA, where they have been employed in the training of volunteers who work with program groups. Such references to the YMCA need not diminish their value to other organizations, providing appropriate changes or adaptations are made.
4. Exercises in these chapters have been related to the competencies to which they contribute most directly, but most exercises have within them the potential for multiple learnings. In other words, any given exercise may be used effectively at several points in the training program.
5. Exercises included here by no means represent all of the possibilities available to the resourceful leader or trainer. The most effective may be the ones they dig up or develop on their own. These should set a pattern that expands creatively as leaders and their groups mature.

Helping The Group Get Organized

HELPING THE GROUP GET ORGANIZED

Competency I-A:

Understanding Why Members Join And Continue To Belong To The Group.

Competency Description:

People belong to groups to satisfy unmet needs of which they may or may not be aware. Examples: a need to belong; a need for more human interaction or because it's "the thing to do." They also join groups to attain specific objectives: to participate in the group's activities; to be with friends; or because someone expects them to. When the group does not meet needs or fulfill the individual's expectancy he usually drops out. An understanding of these underlying reasons enables the group leader to help members attain their goals and helps the group become more productive.

Training Exercises for this Competency

1. Why Members Belong
2. Sharing Expectancies
3. Assessing The Usefulness Of The Group To The Members

A Unit of Training

The three training exercises employ somewhat different methods of arriving at the same objective. Number 1 employs groups of three (triads); number 2 combines interviewing in pairs with total group discussion; number 3 uses individual responses for group discussion. As many as three two-hour sessions could be devoted to this unit. Keep in mind the importance of using a climate-setting exercise during early life of the group.

Exercise I-A,1— Time: 1-1½ hours

WHY MEMBERS BELONG

OBJECTIVE

To bring to awareness the reasons (a) why members belong to a group and (b) why they continue to belong, and to provide data for changing the group to make it more meaningful and satisfying to its members.

When and Where to Use

The question of why members join a group is most relevant in the early stages of a group's life. If the group activities are determined by its members (as in a club) then this information can link members' desires and expectancies to its activities. If the task of the group is pre-determined (as in a committee) the information will identify in an open way other agenda which members have and which sooner or later the group must take into account.

Why members continue to belong is a question closely related to the vitality of the group. When the accepted reason(s) for the existence of the group is the same (or related to) the members' reasons for continuing membership, then the group is likely to be productive and the experience positive for the members.

Materials

Newsprint and marker.

Cards with key questions (one set for each triad).

Copies of "Thoughts About Groups".

Procedure:

1. Divide the group into triads (sub-groups of three)
2. Set the task: two members in each triad interview the third, using these five questions which have been reproduced one each on five 3 x 5 cards:

   Card A — Why did you join the group?

   Card B — Are you finding in the group what you hoped to find?

   Card C — Why do you continue to belong?

   Card D — How satisfying to you is the experience of belonging to this group?

   Card E — How could the group be better for you?
3. Continue interviewing in rotation until each member of each triad has had a chance to answer all questions.
4. During interviewing, trainer has posted five sheets of newsprint with headings to match the five questions.
5. Each triad reports answers to each question. These are posted on the appropriate sheet of newsprint.
6. Trainer leads total group in a discussion that:
   (a) identifies the most frequently mentioned reasons for joining and continuing membership.
   (b) compares actual experience to member expectancies
   (c) identifies and agrees on the things that might be done to make the group more satisfying to most members.
7. Trainer distributes to each member a copy of "Thoughts About Groups," asking each to read it carefully.
8. Re-form triads to compare members' responses with ideas in "Thoughts About Groups."

Resource:

THOUGHTS ABOUT GROUPS

1. **People Want Peace**

   We can never have peace until individuals learn to live peacefully with their neighbors in their own community. This is learned from experiences of living in groups, or it is never learned at all.

2. **People Want Law and Order**

   Rules can be passed in state capitals and in Washington, but they have little effect, without force, unless a person has learned the importance and place of rules. This is learned and appreciated as children discover they can't even play their games without rules. They learn the place of rules by working with them in their own world.

3. **People Decry Alienation in Our Society**

   The importance and worth of persons is learned as it is experienced in small intimate groups. It is here that one learns how to build relationships with others and learns to appreciate his interdependence.

4. **People Sometimes Decry the Conformity in Groups**

   In the early stages of group life, the group required loyalty for its survival. This loyalty is shown by conformity. As the group matures, however, it encourages the **diversity** of its members and their growth as individuals. This enriches the resources upon which the group can draw.

5. **People Want a Democratic Society**

   It is a place where people recognize their interdependence and people learn to work together for the common good.

6. **People Want to be Effective**

   The structure of our society is getting so complex and systematization is so widespread that most of the world's work needs to be done through organizations. To be most effective, individuals must learn to work with and through organizations. This must be learned. It is learned early in small group experiences.

7. **People Want to be Free**

   In order 'to become truly human, an individual needs association with others. The process cannot take place in a vacuum. A person must experience intimacy and disclosure, and warm responses, in order to grow. He needs to build relationships with others. This occurs best in groups with continuing relationships. The individual gains freedom to become his true self when he has the support and encouragement of the maturing group. Freedom depends upon an accepting, trusting group. It cannot be achieved alone.

8. **People Want to Grow**

   The development of many skills, beliefs, and values comes through experiences with others, primarily experiences in a group.

   Beliefs and values, as well as abilities, are developed through experiences with others, especially experiences in groups.

Exercise I-A, 2— Time: 45 minutes

SHARING EXPECTANCIES OF GROUP MEMBERS

OBJECTIVES

1. *To help members clarify their expectancies of one another and their hopes for the group.*
2. *To help members discover if this is the group where their wishes for themselves and for the group will be met.*

When and Where to Use

Early in the life of the group, as soon as the members will be reasonably open and honest with one another.

Materials

The form "My Expectancies of This Group." (Page 28) Mimeograph and distribute one copy for each member.

Procedures

1. Ask each member of the group to fill out the form.
2. Divide the group into pairs. The interviewee uses his form and goes over the items one at a time as the interviewer asks questions, helping the interviewee be as explicit as possible. As they talk together the interviewee fills out the right half of the form in the light of his interview and with the help of the interviewer. The pairs then separate and the other half of the group become interviewers and interviewees in a new coupling, and the process is repeated.
3. Data from answers to questions 1-2-3 are posted before the group in one of the following ways:
   - By sub-groups of 5-6 feeding their data to a sheet for each question in some combined fashion.
   - By individuals writing their data individually on posted newsprint.
4. Clarification of any topic or statement as may be necessary.
5. The leader or a group member goes over the newsprint list and asks the group members to raise their hands on each item, responding to the question, "How widely is this shared among the members?" Members may vote as often as they wish.
6. Each individual is asked to fill out item 5 on the form, tear off the lower right hand number, sign his name and turn the form in to the Chairman. The corners with the number are then turned in separately.
7. The data on item 5 is fed back to the group at the next meeting. Ask whether the group members may feel they have accurate data or wish to repeat the process.

My Expectancies Of This Group _____

Fill in this side only	Fill in during interview
1. List some of the things you hope this group might do or try to do this year. Be as specific as possible.	
2. List three things you hope the club will bring to you, what you hope to gain from the membership.	
3. List here what you feel the group should expect of its members.	
4. List here what special skills, leadership, or service you can contribute to the above.	Name _____

5. Write a number between 1 and 9 in the lower right hand corner indicating to what degree you feel the group will measure up to your expectancies on the basis of this meeting.

1 is low and 9 is high

Number _____

Exercise 1-A, 3– Time: 2 hours

ASSESSING THE USEFULNESS OF THE GROUP TO THE MEMBERS

OBJECTIVES

1. *To bring into awareness the relationship between membership and need satisfaction.*
2. *To assist the group in its ability to satisfy needs.*
3. *To identify ways in which the group may change in order to be more useful to its members.*

In this exercise the members use the above list or a similar list to examine the extent to which their group has these need satisfying attributes.

Comment

This training exercise is concerned with the potential of the group for satisfying the psychological needs of its members. Some needs which group membership may fulfill are:

1. Sense of belonging
2. Feeling of being wanted
3. Opportunity to engage in collaborative efforts with others
4. Opportunity to give of self to others
5. A place to use individual skill and competence
6. A vehicle for increased interaction
7. Experience of closeness and caring

These seven items probably include 75 percent of the reasons why people belong to groups. The other 25 percent would be both more numerous and specific.

When and Where to Use

This exercise may be used with any group, young or old, in which the ability of the group to satisfy individual needs of its members is pertinent.

Materials

Newsprint and marker

Procedure

1. Make a brief presentation to the group on the relationship between group membership and need satisfaction. Present on newsprint the seven most common reasons why people belong.
2. Ask the members to react to the list, letting them change wording if they wish, or make some deletions. If they want to add items they must discard an equal number so that the maximum number is no more than seven.
3. A five point scale of each item is shown on newsprint.

   Example:

   Sense of belonging

   /___/___/___/___/___/

   Low High

   Through group discussion the group decides where it ranks itself on this dimension. If there is non-consensus, individual votes are recorded. Example for a ten member group:

   Sense of belonging 2 5 3

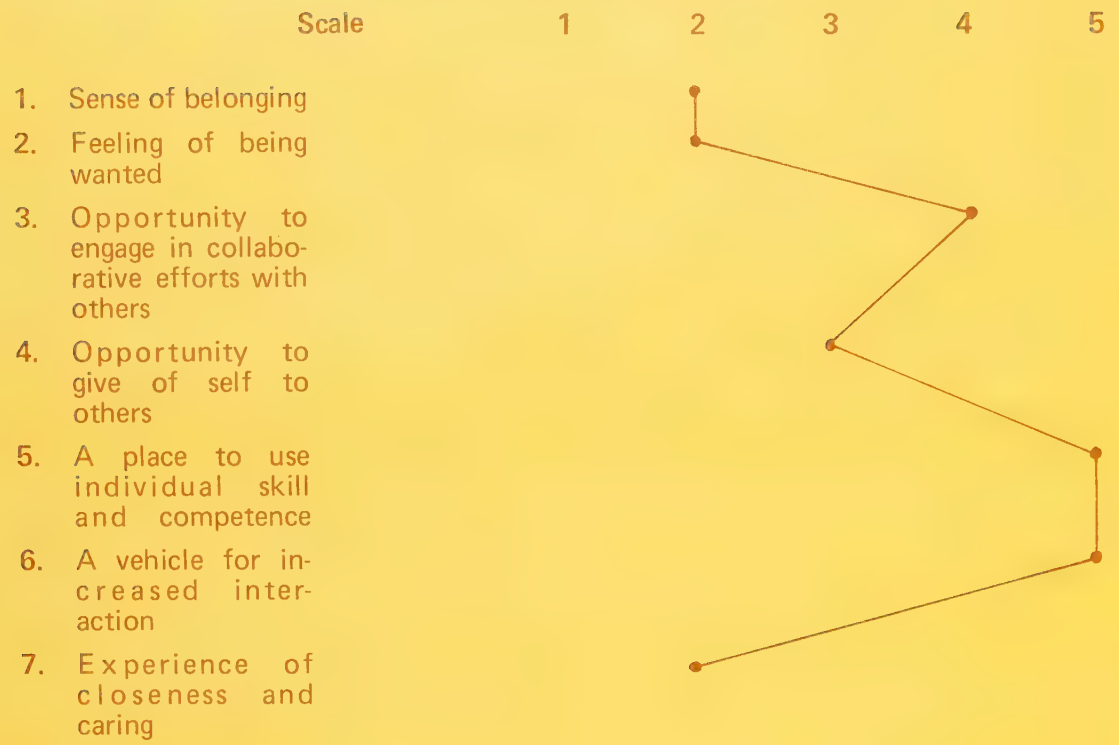
   /___/___/___/___/___/

   Low High

   Note:

   It is important to allow for individual differences on the various dimensions. One member may actually be receiving a greater sense of belonging from the group than another member. Continue on in a like fashion through the remaining six items. At this point a profile has been developed on the group. There will be an increased awareness on the part of the members of some of the reasons they belong to the group and how effective the group is in meeting these needs. This actually fulfills the requirements of the competency C4. However, it is somewhat academic information unless something is done about it. Hence the following steps:
4. Ask the members to rank the seven items in the order of being most crucial to the welfare of the group.
5. Starting with the most crucial items, a discussion is held on how the group might be changed to improve its performance on that dimension.

Example of a Group Profile


Scale
1
2
3
4
5
1. Sense of belonging
2. Feeling of being wanted
3. Opportunity to engage in collaborative efforts with others
4. Opportunity to give of self to others
5. A place to use individual skill and competence
6. A vehicle for increased interaction
7. Experience of closeness and caring

Competency I-B:

Understanding The Forces That Affect Both Individuals and Groups During The Early Life Of The Group

Competency Description:

The process of becoming a member of a group is accompanied by predictable and identifiable psychological states in the individual. The group also, particularly in its early life, goes through predictable phases. Knowledge of these forces can help the group leader in his understanding of individual behavior and provide him with strategic help at the group level.

Training Exercises For This Competency

1. **Initial Data Gathering**
2. **The Alter-Ego**
3. **The Late Arrival** (A Role Play)
4. **Getting Acquainted Through Shifting Sub-Groups**

   (Exercise No. 2 in "Climate For Learning", Page 12)

Design of a Training Unit

Although the designated exercises can comprise a distinct unit of training, they might better be used in combination with others over several sessions. These exercises will begin to introduce group members to the experience of exploring and discussing their feelings. This is particularly true of **The Alter-Ego** exercise. These could be combined with those in the goal formulation unit to great advantage. For the more experienced group, some of the resources from **Stages in Group Growth** (Page 136) could be helpful, or it may be desirable to repeat one or more from the previous unit: **Why Members Belong, Sharing Expectancies,** or **Assessing Usefulness of The Group.**

Exercise I-B, 1— Time: 20 minutes

INITIAL DATA GATHERING

OBJECTIVE

To make group leaders aware of the range of thoughts and expectancies present in the members' minds at the start of a meeting or group, especially a new group.

When and Where to Use

This should be the first item of the program for the day, even before climate-setting or getting acquainted.

Materials

Paper and pencil.

Procedure

1. The leader speaks to the group:

   Since all of us meet and work in groups, it might be interesting to know what the members of a group are thinking when they first get together. We can find out if each of you will take a pencil and paper right now and give your honest answers to these questions as I give them to you. You will be completely anonymous. Please write your answers in the form of a sentence, and not more than two sentences to each question.

   a. What were you thinking about just before I started to speak?

   b. What are you wondering about the other persons in the room?

   c. Why are you here?

   d. If you would rather be some other place, where would you rather be?

   e. What are you wondering about the leader?

   f. Exactly what do you expect is going to happen at this meeting?

   (Questions may be changed as you wish.)

2. One of the group is asked to collect the papers and to shuffle them in some manner in front of the group. If they are to be used right away, they are redistributed to the group. If they are not to be used right away, they are stacked on some table where the group can see them. (It is recommended that they be stacked in a way that is totally new and that the meeting proceed with getting acquainted and climate-setting before the papers are used.)

3. When the leader uses them, he repeats the original statement and asks individuals to read the sentence answers that appear on the papers which are now distributed to them at random. If the group is large, the leader asks for any sampling of the other papers that appear especially interesting.

   This procedure continues until selected answers to all questions have been reported.

Discussion

1. Buzz groups are formed for the members to discuss:

   What can we learn from this experience?

   Group reassembles for reports from buzz groups. Leader adds any brief comments related to the objective.

2. Leader asks the group, how honest they feel they were and how honest they feel others were. They are told to place a number on a newsprint sheet between 1 and 9 indicating how honest they feel they were, 1 indicating low and 9 indicating high.

   Leader asks for volunteers to report for themselves. He records on newsprint, demonstrating the range of reactions, according to self-evaluation.

   Group discusses:

   What does this say about the range of probable differences in the group at the start of the meeting?

3. Leader summarizes.

Exercise I-B, 2— Time: Flexible

THE ALTER-EGO

OBJECTIVE

To get the feelings of the members more openly before the group.

To become more aware of the hidden feelings in groups.

To become more sensitive to and accurate in understanding the feelings of others.

When and Where To Use

This should not be used until a group has met for some time and there has developed a degree of security within the group. Usually it is desirable for the group to agree to try it. It is usually introduced experimentally, and may be discontinued if it creates too much tension. (It can be introduced in a role play early and without agreement, because a person is not playing himself.)

Materials

None

Procedure

The leader comments:

In most meetings, the people involved do not say all they are thinking and feeling. In training groups, it is possible and useful to examine these unvoiced feelings of the group at the time they occur. We identify the person who offers to describe the unexpressed feelings of the speaker as the "alter-ego." This can be done simply by raising one's hand, mentioning whose alter-ego you are and then expressing what you believe the other person is feeling, by saying something like

(alter-ego for Mary—)
"I feel misunderstood" or
"I feel turned-off" or
"I feel ignored," etc.

Only a **feeling** is to be expressed, not an idea.

In other words, you supply whatever unexpressed feeling you believe Mary is feeling because of some conversation, happening, or dialogue that has just occurred within the group. The alter-ego sometimes has to wait until several responses or comments occur following the happening, but it should not be delayed far beyond the incident. The accuracy of the alter-ego observation can be immediately checked for agreement with the person.

At times the group may want to stop and discuss how it was that this feeling was not originally expressed and how much of this is going on in the group as well as how this lack of expression of feeling helps or hinders the group.

Variations:

1. The alter-ego sits behind the person and responds as though he were that person. He does not respond until the person responds but then he may speak as he believes that person really feels, if that person has not done so.
2. The alter-ego may sit outside the circle across from the person.
3. The group may be having a problem solving discussion, such as program planning and may use an alter-ego. Here the alter-ego would sit behind the ego or at least participate in ideas as the alter-ego.

The use of the alter-ego often makes the group much more sensitive to the feelings of others. It can add warmth and openness to the group by the way it helps a person who is having difficulty, is expressing feelings, or even in being aware of his feelings.

Exercise I-B, 3— Time: 45-60 minutes

THE LATE ARRIVAL

(Role Play)

OBJECTIVES

1. *To reveal the status, power, influence group members tend to give members they wish to keep in the group.*
2. *To reveal how group members tend to treat a person who is considered not very important to the group.*

When and Where to Use

This may be used any time after the first few meetings of a group, whenever it is considered appropriate.

Materials

None

Procedure

1. A group of 5 to 8 is having a regular meeting and is about to discuss a simple group problem calling for a decision such as one of these:
   a. What shall we do for our closing outing?
   b. What shall we get our group leader for Christmas?
   c. How shall we honor the outstanding citizen?
   d. (Develop your own question around a local situation.)

   To simulate the situation of some members arriving late, two members have been sent from the room. The group is expecting them and has set two extra chairs in the group for them.
2. Briefing by the leader to the group in regular meeting:

   You have a decision to make which the group considers very important and you are to start on making this decision even though two of your members are absent at this time. One of these members is highly regarded by the group. He is an important person in your community and you feel honored to have him working with your group. The other person is a newer member of the group and there was some opposition by group members to inviting him to work with the group. Their chairs are here on each end of the semi-circle. The person who takes the chair at the Chairman's left will be the highly respected older member. The person who takes the chair at the Chairman's right will be the newer member. The group is to arrive at a decision by consensus in 10 minutes, if possible. If a decision is made before the late members arrive, the Chairman will review the club's action.

   Briefing by the leader to two persons who had been sent from the room:

   The group members are trying to decide (give them the question). Each of you is to think of two ways this question might be decided with good reasons for each way. You are thinking of two ways because when you go back to the group arriving as late members, each of you is to choose a decision that differs from the decision of the group or the way the discussion is going and to press hard for your decision. If a decision has been made, press for a re-opening of the question. We will try to have you back before the decision is made.
3. The leader chooses two members of the group to serve as observers when the late arrivals join the group. Ask them to note:
   a. The number of remarks made to each of the late arrivals.
   b. The kind of remarks made to each of the late arrivals.
   c. The apparent effect of the remarks made to each of the late arrivals.
4. Action—One of the group is named the Chairman and the discussion begins. When it appears that the group is about agreed on their decision, or not longer than 8-10 minutes, the two late arrivals are brought into the room. The role play continues, to a point of decision.
5. Discussion and analysis, with the total group assembled.
   a. With each of the late arrivals:

      —How do you feel about your membership in this group?

      Why?

      —How do you feel about the group?

      —How do you feel about the group's decision?

b. With the other group members:

—How do you feel about the late arrival on the Chairman's left? Why?

—How do you feel about the late arrival on the Chairman's right?

Why?

c. With the observers:

—Report the number of remarks made to each.

—Report whatever you can about the general style or nature of the remarks made to each.

—Report the apparent effects of these remarks. (Check the apparent affects with the late arrivals after stating your own impression based on your observation.)

6. Leader asks the total group:

What can we learn from this experience?

Have any of you ever experienced anything similar?

How does this apply to our group members?

Summary.

Resource:

IF A PERSON'S BEST EFFORTS ARE WANTED

1. He needs to know what is going to happen to him as a person, what will be expected of him, how his contribution will fit into the group, and what, if any, are the limitations on his actions.
2. He needs a sense of belonging in the organization—a feeling that no one objects to his presence; a feeling that he is sincerely welcome; a feeling that he is honestly needed for his total self, not just for his hands, his money, etc.; a feeling that he is expected to carry purposes forward as reflected by orientation and education.
3. He needs to have a share in planning the group goals in a general climate of freedom. (His needs will be satisfied only when he feels that his ideas have had a fair hearing.)
4. He needs to feel that the goals are within reach and they make sense to him.
5. He needs to feel that what he is doing does contribute to the welfare of people—that it extends in purpose beyond the group itself.
6. He needs to share in making the rules of the group—the rules by which together the group shall live and work toward their goals.
7. He needs to know in some clear detail just what is expected of him so that he can work confidently.
8. He needs to have responsibilities delegated to him that challenge, that are within range of his abilities, and that contribute toward reaching the group goals.
9. He needs to see that progress is being made toward the goal the group has set.
10. He needs to have confidence in the leadership of the group. This confidence will be based finally upon his assurance of consistent fair treatment from the person in charge of the group, of recognition when it is due, and trust that loyalty will bring an increased measure of security.
11. He needs at any given time to conclude: "This situation makes sense to me."

Credit: J. Donald Phillips — Hillsdale College, Hillsdale, Michigan and George Wilgus — Mutual Life Insurance Company of New York.

Competency I-C:

Skill in Helping The Group Formulate Goals Which Guide Their Activity

Competency Description:

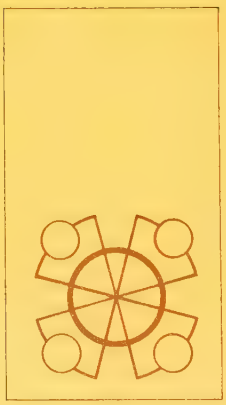
This is a far more important and more difficult task than it may appear to be. People belong to groups for reasons. Organizations sponsor and support groups for purposes. Staff supervisors, group leaders, and group members have individual expectations. If group goals are to be guides to activity they will derive from an open awareness of all of these needs, purposes, and expectations. Ideally individual member goals are caught up in group goals; group goals, in turn, are compatible with those of the sponsoring organization; the group leader's relationship to his staff supervisor is clearly examined. Their mutual responsibilities are clarified and accepted. Group functioning will likely be impaired when goals are vague or when they are in opposition to each other.

Training Exercises For This Competency

1. Variety of Goals In a Group
2. Understanding Organization Goals
3. Clarifying Leader and Staff Expectancies
4. Developing Goal Statements
5. Merging Member, Leader, and Organization Goals

Design of a Training Unit.

The sequence of exercises in this unit will depend in large measure upon the organization context within which the group leader will function. Exercises 2, 3, and 5 above relate specifically to the YMCA as a sponsoring organization. The negotiation and merging of group members, group leaders, organization and its staff are important to the effective functioning of the group. Modification of these exercises to conform to the goals and expectations of other groups is encouraged. Keep in mind that these exercises can be combined productively with those of the preceding units.



Exercise I-C, 1– Time: 15-20 minutes

VARIETY OF GOALS IN A GROUP

OBJECTIVE

To have members discover the variety of goals that exist in the group.

When and Where to Use

This exercise may be used at any time the members feel sufficiently secure in the group to be honest in their responses.

Materials

Three 3 x 5 cards or slips of paper for each member of the group. Newsprint and marker.

Procedure

1. Opening Comment

   If a group does not know where it is going, any road will move it but this trip will not be satisfying to the members very long. In this exercise we are beginning to explore the goals individual members have in mind for the group.

2. Pass out three slips of paper or three cards to each member of the group. Ask them to number them 1 - 2 - 3 and to answer three questions, one on each card. (It is helpful to write the questions on the newsprint.) No names will be signed. Answer each question according to the way you really feel.

   1) Why did you join this group?

   2) What do you personally hope to gain from your membership?

   3) What do you believe to be the goal or goals of the group?

3. Have members place card 1, card 2, card 3 in separate stacks, then divide into three groups. Give all cards 1 to one group, all cards 2 to another group, all cards 3 to the final group. Have each group make a composite list on newsprint and post it before the group.

   Leader comments: We have before us the data from the group. It is pretty evident that there is a great variety in the reasons we joined, what we hope to gain, and even our understanding of the goals of the group. This is to be expected because we are different people and it is appropriate for each of us to expect to have some of his personal needs fulfilled. In fact, one of the characteristics of an effective club is the way it balances meeting individual needs with working at the group task. This is true of any group even though it has been organized for specific tasks.

   As the present needs of persons are satisfied or group tasks completed, there will be new needs and new group tasks. The work of the group continues to be that of meeting both these personal needs and the group task.

   Because our personal needs differ, there will be some times that the group will be trying to help one person more than another. This will be acceptable and understood as long as all members trust the group to try to meet their needs as much as the needs of the others.

4. Discussion: What will make for the development and maintenance of trust in the group.

   (If this exercise is used with a program group rather than a group of leaders in training, the data should be useful to the leadership of the group.)

Exercise I-C, 2– Time: 1-1½ hours

UNDERSTANDING ORGANIZATION GOALS

OBJECTIVES

1. *To gain a meaningful understanding of YMCA goal statements (National-Local).*
2. *To clarify more sharply goals for the members' group.*

Comment

A basic characteristic of the YMCA is that it **is** the people who compose it; members, boards, staff, leaders, participants. It follows that defining goals for the YMCA is a most appropriate activity for volunteers. It is also true that by working at what YMCA goals **should** be a group can more meaningfully relate to goal statements, formulated by others.

When and Where to Use

Early in the training of the group.

Materials

Writing materials for each member.

Copies of YMCA National goals (see Resource, this page) and any local YMCA goals.

Procedures

1. Members work individually to identify goals which they perceive the YMCA has and to identify those goals which the YMCA **should** have. The leader directs members to make their statements as specific as possible.
2. Members separate into threes (triads). The task of each triad is to try to build **one** list of goals the Y should have, from the three individual ones in the triad.
3. The leader gives each triad the most recent formulation of the National goals and asks that they compare these with their product. Since the National statement is likely to be general and the triad statement more specific they are asked to see if their goals fit as sub-headings under the National statement.
4. The total group reconvenes. The leader asks how they feel about the National statement. If there is consensus or general agreement that the National goal statement should be changed for this group, indicate what this change should be.
5. The group next considers the implications of the National statement or the revised statement for its own goals and/or programs.

Variation

In place of the National goals, a statement of a local YMCA's goals can be used.

Resource:

NATIONAL YMCA GOALS

Your YMCA
Seeks to help its members:

- develop self-confidence and self-respect – and an appreciation of their own worth as individuals.
- develop a faith for daily living based upon the teachings of Jesus, that they may achieve their highest potential as children of God.
- grow as responsible members of their families and as citizens of their communities.
- appreciate that health of mind and body is a sacred gift, and that physical fitness and mental well-being are conditions to be achieved and maintained.
- recognize the worth of all persons, and work for interracial and intergroup understanding.
- develop a sense of world-mindedness and work for world-wide understanding.
- develop their capacities for leadership and use them responsibly in their own groups and community life.

These goals adapted from an action of the National Council of YMCAs of the United States, 1963.

Comment:

A local YMCA may also have stated goals and objectives which may be used as an additional resource for this exercise.

Exercise I-C, 3— Time: 1-1½ hours

CLARIFYING LEADER AND STAFF EXPECTANCIES

OBJECTIVE

To clarify the responsibilities that staff and group leaders will carry in relation to the group.

When and Where to Use

This exercise can be used early in the life of the group, as soon as the members feel secure in the group.

Materials

Copies of "What The YMCA Expects of The Group Leader", (See Resource, Page 39) for each member. Paper and pencil, newsprint and markers.

Procedure

1. The leader asks that each person, working by himself, make a listing of the things he expects he will be doing as a group leader (work at this for three minutes).

2. Each person is to underline those things he thinks the YMCA will be expecting of him.

3. Each person is to check those items he considers **musts** for a group leader.

4. The leader divides the group so that not more than 12 are in a group. Half of the group sits in a circle or around a table and the other half sits behind them, so that there is one behind each person, to observe the discussion. The group in the center uses the data on their sheet to discuss the question "What will the YMCA be expecting of me as a group leader?"

   As suggestions are offered, the leader records them on newsprint.

5. When the discussion of the inner group moves toward agreement, the members of the outer group may add any other items they may have.

6. The leader now distributes copies of the YMCA listing. He advises that this is a listing made up by the YMCA. He notes that most of the points have been covered in one way or another and asks if any have been omitted. Omissions are added and the entire list is numbered.

7. Ranking of importance. Each person jots down the numbers of the items that he considers musts, and the numbers of those items he considers desirable. There is a showing of hands on each item on both "must" and "desirable."

8. Each person, working by himself, makes a listing of the things he expects of the YMCA as a group leader and what help or support he expects of the YMCA in this partnership.

   He underlines any item he considers a must from the YMCA.

9. The seating is reversed. The outer circle goes into the center and the inner circle sits just behind the discussants. The new inner circle, using the data on their sheets, discusses the question, "What will the group leader be expecting of the YMCA?" As points are made the leader records them on newsprint.

10. When the discussion of the inner group moves toward agreement the members of the outer group add any other items they may have.

11. Ranking of importance. Each person jots down the numbers of the items he considers "musts," and the numbers of the items he considers "desirable." Again there is a showing of hands on each item.

12. Gentlemen's Agreement. The leader summarizes: We have worked together in this session trying to clarify our expectancies of one another and the conditions under which we will try to work together. (If there are any in the "must" list that the group considers not feasible for the group leaders or the YMCA this should be cleared.)

    The group works together toward an understanding of what each will be able to do. This could also be done individually, and the numbers turned in for the record.

13. Optional: Sometimes this is the place for the group members to list their anxieties or plan for training that will be helpful to them.

14. Summary

Resource:

What The YMCA Expects of The Group Leader

Meet with the group regularly.

Get to know members intimately.

Help the members maintain and develop the group.

Help the group develop its own leadership.

Help the group clarify their goals, merging interests and needs into constructive program.

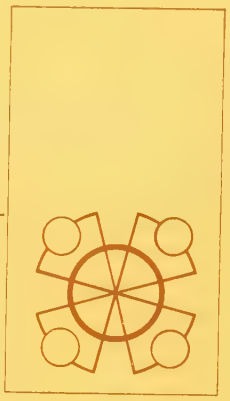
Help the group improve their working together.

Help the group locate and use community resources.

Maintain essential group records.

Grow personally in understanding of group work and in group leadership skills.

Represent the YMCA with the group.



Exercise I-C, 4— Time: 30-45 minutes

DEVELOPING GOAL STATEMENTS

OBJECTIVE

To help the members become more clear in their group goals.

When and Where to Use

This exercise may be used during a group attempt to become clear in their goals.

Materials

Paper and pencil. Newsprint and markers.

Procedure

1. Data are developed from
   a. Completion of one or more of the following statements, especially the first one.

      —I came to this group because . .
      —This group aims to . . . . . .
      —I wish this group would . . . . .
      —I want our group to become . .

   b. A listing of outstanding activities of this or similar groups.
   c. Statements of goals developed by group members or persons who know the group in advance of the meeting.
2. Groups of three take these data and develop what appear to them to be goal statements. These are written on newsprint sheets around the room.
3. Members move individually to each goal statement, read it, and place a number on the sheet between 1-9 indicating how nearly this goal statement approaches what they would accept for the group goal. One is low and nine is high.
4. When all members have indicated their degree of acceptance of each goal, the group examines the data and indicates whether or not any of the goals have high enough acceptance to become the group's goals.

Exercise I-C, 5— Time: 45-60 minutes

MERGING MEMBER, LEADER, AND ORGANIZATION GOALS

OBJECTIVES

1. *To help the leader discover to what extent his leadership in the YMCA will reflect the goals that he has for life.*
2. *To increase the leader's commitment to this task.*

When and Where to Use

This could be used early in the training program, but not until the leader has some feel of what he will be doing.

Materials

Newsprint and marker. Mimeographed copies of NATIONAL YMCA GOALS for each of the sub-groups. (Page 37)

Procedure

1. The leader's opening comment:

   Many of us feel that life is too short to ask one to give time unless it contributes to the kind of world he wants or the kind of person he hopes to become. Leaders are entering into an adventure that will make high demands and require significant contributions of themselves. This session will look at what this leadership can really mean, to the training leaders, to the group leaders he is training, to the groups, to the community, and to the YMCA.

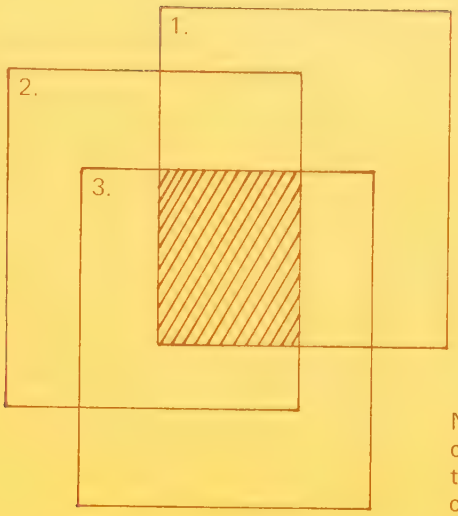
2. Divide the group into sub-groups as much as possible according to the age of the group members whom they will later be leading. Each group is asked to work on three questions and make notes. Someone in the sub-group is to be prepared to report for the group after twenty minutes.
   a. What are you really hoping to accomplish with the leaders you are training, or will be training?
   b. What do you feel is the most significant contribution this YMCA could make to leaders?
   c. What do you hope this experience will mean to you personally?
3. While the sub-groups are discussing, attach three newsprint sheets on the wall to record the highlights of their reports.
4. The total group reassembles and the spokesmen for the sub-groups make their reports. As reports are given, the leader jots down highlights on newsprint.
5. The leader asks an experienced group leader, committee member or board member in the group to report from personal experience what his leadership has meant to him. (10 minutes)
6. If possible, invite three members or prospective members of any group which participants will be leading to attend this session. Ask them to speak on what they expect of their group. Group members question them. (15 minutes)
7. Discussion — and closing comments.

The closing comments might go something like this: After identifying what seem to be the agreements, this chart may be used. There are three groups involved in this project.

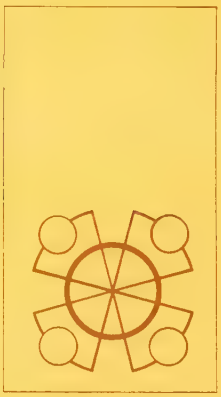
But as long as they stay separate as above, each group will be concerned with satisfying its own needs. In this session we have been trying to show how the needs of all three can be served through the group experience. The group experience will not serve all the needs of any individual but it can serve significant needs when we see the needs we have in common.

Instead of three separate sets of needs:

The drawing looks like this:



Needs in common which the group can serve.



Competency I-D:

Skill in Helping The Group Develop Organization Appropriate To Its Goals

Competency Description

Group Organization includes such things as elected officers, committee structures, procedures for taking in new members, time, place and frequency of meetings. These may or may not be incorporated in a constitution or set of by-laws. **Ideal group organization enables the group to do what it wants to do** (achieve its goals) **most effectively.** If there is too little organization the group is likely to waste time and energy on matters that could be routine. Or too much organization can result in ritualistic, dull, and boring activity. Organization not compatible with group goals leads to frustration. The effective leader knows the difference.

Training Exercises For This Competency

1. **Relating Organization to Goals**
2. **Designing An Ideal Group**
3. **The Magic Wand**

Design of a Training Unit

Exercise No. 1, **Relating Organization to Goals,** is a structured way of training. Number 2 is a non-structured group fantasy approach. A judgment will need to be made as to which may be most effective at a given point in the life of the group. The Magic Wand, number 3, will probably be most effective later in the group's experience when a re-assessment of goals and activities is indicated.

Exercise I-D, 1– Time: 30-60 minutes

RELATING ORGANIZATION TO GOALS

OBJECTIVES

1. *To help a group assess its organization and structure in relation to its goals.*
2. *To help a group become aware of the definitiveness of its goals and the extent they are shared among members.*

Comment

This exercise helps the group to look at its **organization** in terms of how functional it is in achieving group goals. It is likewise useful in examining how **group norms, group procedures** and **program** contribute to or detract from goal achievement. Normally this exercise would be used with a group which had already defined its goals. If used with a group which has not done so it highlights the necessity of working at goal identification.

When and Where To Use

Use with a well established group. If objective 1 is to be realized, the group needs to have a fairly clear picture of its goals.

Materials

Newsprint or blackboard.

Procedures

1. Have the group identify the components of its organizational procedure: i. e., all of the things which it repeatedly does. Write on newsprint.

   Examples:
   Meet every week
   Have a president
   Collect dues
   etc.

2. List the reasons (goals) for the existence of the group. Write on newsprint.

   Examples:
   We like to be together
   To carry out a service project
   To be in a volleyball league
   etc.

3. Have the group work at relating the two lists, using the following questions to initiate thoughtful consideration of the cause and effect nature of the two aspects:

   a. Ask of each component of organization: "How does this contribute to what we want to do?"

   b. Ask of each **goal**, "Are we running our group in a way to bring this about? What could be done differently? Are there things we could do which we aren't doing that might be helpful?"

   c. In light of these considerations, what adjustments do we need to make in our organization?

Variations

1. Start with Step 2, the goal statement which the group works through. Then have the group focus upon the question, "What would be the **conditions** which would exist in a group in which these goals would likely be realized?" Then compare this idealistic picture with group reality and move into possible modification of existing conditions.

   Example: If the group really did what all the members wanted to do all of the time (the ideal state of affairs) the goal "we like to be together" would likely be fully realized.

2. Members can get a feel for this exercise by applying it to their own group.

3. Have the group meet without the usual defined procedures. Everything feasible is done to free the group from past habits and external expectancies. The only instruction is that members do what they really want to do. After a series of meetings it is possible that new and more effective procedures will develop. In any event it is nearly always profitable for the members to compare the unrestricted experience with their normal patterns.

Exercise I-D, 2: Time: 45-60 minutes

DESIGNING AN IDEAL GROUP

OBJECTIVES

1. *To develop an idealistic model of a group whose purpose is the same as that of the group they now belong to.*
2. *To look at the group as they know it now and, in the light of the ideal model, suggest changes and modifications.*

When and Where to Use

Use in the early stages of a group's life, when members are working through the development of structure or organization. This is the time when they perceive that the organization or structure which the group has may not seem inappropriate.

Procedure

1. Leader explains to the group that they are being asked to engage in an unusual method of examining the group they now belong to.
2. They are to pretend that no such group now exists; they have been asked to come together as a team (or several teams if the size of the group warrants) to design an ideal group which would have purposes similar to that of the present group. There are no other restrictions on how they work, or the nature of the group they are to design. They may organize themselves in any way they wish to get the job done, that they may use leader as a resource, they have forty minutes to work at the task. Leader makes sure instructions are clear before they start to work.
3. While the group works at the task, leader observes how they organize themselves to get the job done. Do they appoint a chairman? Do they sub-group? Does someone keep minutes? How do they go about problem-solving? How do they make decisions? How are individuals treated in the process they use?

   At the conclusion of Step 3 there should be two sets of data to look at and compare:

   a. The product of their effort (i. e. the ideal model).
   b. Leader's observation on how they went about their job.
4. The salient aspects of the model developed by the group should be recorded on newsprint. The observations of the leader should be shared and also posted on newsprint.
5. Leader asks the group to focus upon the differences between their ideal model and their present group. Could the present group organize itself more effectively to achieve the kind of group the members want (their ideal)? The leader's observation on how they work at their task can be a reality testing model; do we really want to change things, do we have the skill and know-how to bring about the desired change? If not, where do we get it?
6. The final logical step in this sequence is the implementation of the change. A start might be made at the meeting where the exercise occurs. It is likely to be a continuing agenda for some time to come.

Comment

There are several factors which may influence the organization or lack of organization of the group. A common reason for over-elaboration is the need of members to have status in the group (everyone is an officer). Hence, members are assigned tasks which have little or no importance. If this type of non-functional organization is to be eliminated thought needs to be given to how members may be authentically involved with the work of the group. Poor organization occurs when members "don't want to be bothered" with maintenance chores, even essential ones. They are not likely to change unless they can see the change will make a significant difference in their group experience. Even then they may not do so if they are not accustomed to behaving in the ways of the rational-logical model of group organization.

Exercise I-D, 3– Time: 45 minutes

THE MAGIC WAND

OBJECTIVE

To identify the most important concerns or interests of the group members, as a basis of understanding and of programming.

When and Where to Use

This may be used when the leader senses a group is uncomfortable with the way it is heading.

A climate-setting exercise which leaves group members fairly well "opened up" should precede its use.

Use in groups no larger than 12-15. If there are more people, divide into smaller groups.

Materials

Paper (or card) and pencil for each person; chalk and blackboard, or newsprint, with a line drawn down the middle.

Procedure

The leader poses this question: "What three things about this group are most important to you? In other words, what would be the **last** things you would want to give up?" Members are given about five-eight minutes to list these. Then the leader asks this: "If you had a magic wand and could change any three things about this group, what would these changes be?" These are to be listed on the other side of the card. Allow five-eight minutes.

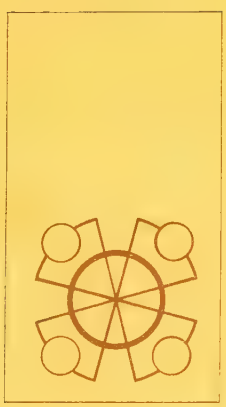
In the discussion which follows, each person can deal with important aspects (those not to be changed) first. Have each person give one, have the group add others not previously mentioned.

Then do the same with the Magic Wand.

The discussion then can focus on what we can do to change our group **right now,** and should also offer an opportunity to see that the group **is** doing some things "right".

Variation

1. The focus of the "Magic Wand" could be, instead of the group life, **our community** or **myself** or my **family.**
2. Another variation would be to change the question from "If I could change . . . " to "If I could **do** . . . " This latter way moves the focus away from what's wrong with the group.



Helping Members To Be More Effective As Persons And As Members Of Groups

Competency II-A:
Knowledge of Group Leadership Concepts and Skill in Applying Them

Competency Description

Newer concepts of leadership focus more on what the leader **does** than what leadership **is.** What a leader does can be performed by any member of the group. The more widely leadership functions are shared by members, the less dependent the group will be upon an assigned leader and the more likely are members to make good decisions, to carry them out and to experience the satisfaction that comes from achievement.

Training Exercises for this Competency

1. Identifying World Leaders
2. Leadership That Fails To Act
3. Defining Leadership
4. My Best Leader
5. What Leaders Do
6. Role Discovery
7. Developing Role Flexibility

Design of a Training Unit

Almost any conbination of exercises 1 through 4 will help to increase the group's understanding of leadership and its importance in group functioning.

Exercises 5, 6, and 7 are based upon a knowledge of and skill in performing functional roles called "Task" and "Maintenance" roles. These exercises will probably be most effective if experienced in the indicated sequence.

Remember to combine these with climate-setting exercises (Chapter III, Part One).

Exercise II-A, 1— Time: 30-45 minutes

IDENTIFYING WORLD LEADERS

OBJECTIVES

1. *To get members to focus on the subject of leadership and what it is.*
2. *To prepare members for a study of leadership in depth.*

When and Where to Use

These exercises can be used as warm ups, if desired, leading into a study of leadership at any time the group seems ready.

Comment

In this session (and the next) we will be looking at some of the newer insights on leadership. You have been selected for leadership with a group. It is an important task. The group is depending upon you. The esteem and respect of your friends is at stake. Also, you have an opportunity for training in an important skill that you can use throughout your life, not only in the YMCA but in your relationship with people in all situations. These first experiences are introductory to our study.

Materials

Paper and pencil. Newsprint and markers.

Procedure

1. Individually write down the names of 9 of the most distinguished world leaders of the 20th century — before 1960.

2. Compare lists in groups of 4's or 5's. The group develops a single list of 9, and reasons why each person was considered a leader by the group.

3. Get names from groups by calling for one from each group and writing it on newsprint until all are reported.

   Have another person, on another newsprint, jot down the reasons given for selecting this person.

4. Compare list of names with Gunther's list published in 1960. Add any from his list not on the group list. Gunther's list was: Churchill, Roosevelt, Hitler, Wilson, Ghandi, Ford, Lenin, Freud and Einstein.

5. Examine reasons given for naming them as leaders. Talk about them. What made them leaders? Answers are not final. Keep the list for referral.

Exercise II-A, 2— Time: 10 minutes

LEADERSHIP THAT FAILS TO ACT

(Do Not Reveal Title To Group)

OBJECTIVE

To help group leaders realize the effects upon the members, if the person designated as leader fails to act.

When and Where to Use

Most effective if it is used in some situation where a new leader or resource person is brought into the group to give leadership.

Procedure

1. The resource leader is given a good introduction. He stands up, expresses his pleasure at being present and says "I'm sure we will have a good time together," then sits down. He remains seated and observes the behavior of the group. He does not answer questions.

2. No leadership action occurs for 2 minutes. (If group confusion requires earlier intervention, shorten the time.)

3. At the end of the two minutes, the leader stands and the analysis of the experience occurs with questions to the group like the following:

   a. How did you feel when the person who was introduced sat down without giving leadership?

   b. What did you think was happening?

   c. What were you thinking of doing?

4. Leader summarizes with conclusion that the person who is designated as leader has his opportunity and unless he acts in some manner, others will take over or there will be confusion. There cannot be a vacuum.

Exercise II-A, 3– Time: 20-30 minutes
DEFINING LEADERSHIP

OBJECTIVE

To help members gather their thoughts on leadership. Keep the definition tentative. It will be reexamined at the close of the leadership series.

When and Where to Use

After the members have had a number of experiences around leadership it is desirable for them to begin defining leadership.

Materials

Paper and pencil. Newsprint and markers.

Procedure

1. What is leadership?
   Ask each person working by himself to jot down what leadership is. Jot down answers to – What do you think leadership is? What is its task? What does it try to do? After each individual has worked for several minutes, let groups of 4 or 5 work together and make up a composite of their thinking on newsprint for posting before the group.
2. Have a representative of each group post the group's newsprint composites, then read aloud and make any comments about it. Leader may ask questions about their ideas or ask for comments of others.
3. Leader summarizes what the group has said - calling special attention to comments that show leaders are not born that way. –Leadership is not something we are but something we do. –Leadership requires response. There is no leadership unless there are followers.

   –There are likely to be a number of leaders in any group.

   –All people have leadership qualities according to what the followers find useful.

Exercise II-A, 4– Time: 45 minutes
MY BEST LEADER

OBJECTIVE

To help members identify leadership in action more clearly.

When and Where to Use

This exercise helps members in their exploration or definition of leadership. It is usually used after several other leadership exercises.

Materials

Paper and pencil. Newsprint and markers.

Procedure

1. Ask each person to recall the best leader they ever had - at any age. Ask them to get a specific person in mind, someone with whom they spent considerable time. After they have this person in mind, ask each person, working by himself, to jot down some of the things this person actually **did** that made them feel he was such a good leader.
2. After several minutes of each working alone, ask each table or group of 4-5 to compare their answers and to underline all ideas where 2 or more persons were in agreement. Words need not be the same but the idea should be the same.
3. The leader gathers this data from each group and writes it on newsprint ahead of the group in this manner: He asks each group in turn to give one idea they have underlined and posts it on the newsprint. He asks them to give an idea not already given and written on the newsprint. All underlined ideas reported by the groups are recorded.
4. Leader reads the list of recorded ideas one by one asking each person who had this on his own slip to raise his hand. Record the number. Underline the three or five with the highest number.
5. Leader reads the underlined ideas. Asks the group if these would be characteristic of effective leadership today.

Comment

The leader uses this data to understand (1) his group members' perceptions of leadership needs and styles and (2) how he might wish to enact his own leadership role (not, however, that he would try to be all things to all people.)

Variation

Instead of recall of "the best leader" the group members may recall "The most helpful person" each has known, and try to identify **why** they remembered him as being so helpful.

Exercise II-A, 5–

WHAT LEADERS DO

OBJECTIVE

To demonstrate the effect on group performance of the presence or absence of leadership functions.

When and Where to Use

After the group has done considerable thinking about leadership. It is a critical exercise in emphasizing the impact of leadership functions.

Materials

Copies for each member of:
"Task Functions"
"Building and Maintenance Functions"
(see page 50)

Procedure

1. Leader comments:
   Leadership behavior is any act which influences the movement of the group toward its goal, the maintenance of the group, or both.

   This is an activity in which any member can share.

2. The leader announces that the objective is to examine the nature of leadership. He is deliberately ambiguous concerning the actual objective.

3. The group is asked to send 8 of its members out of the room.

4. To those remaining, the leader explains:

   a. You are to observe two meetings, one immediately following the other, and to compare these two as to what happened and why.

   b. During the first meeting, made up of 4 persons who are in the hall, I shall exercise leadership functions and share them with the members as well in order that we might readily accomplish the task. In the second group I shall keep all of the leadership functions to myself (i. e. allow no one else to use them effectively), but I will not use them.

   c. We predict the second group will develop much tension behavior which will spill their energy away from working on the task.

   d. When the second group is finished and before the participants have been told about the reason for the leader's behavior, the observers will have an opportunity to interview members of both groups concerning (a) how they felt during the meeting, and (b) how the meeting could have been improved.

5. Leader posts a newsprint listing six topics. (These are described below.) He briefs the group as follows in front of the class - the observers.

   Let me give you a description of our task, which we have created for this experiment. On this newsprint are six topics. They have been selected from a longer list of topics suggested by the class for consideration at a future conference. These six topics are more than can be covered at the first conference. Only four can be covered. The class has given this committee the task of selecting four of these six topics for exploration at the next conference. They have agreed to accept the four topics that are selected. They have asked us not to combine them. The two extra topics will be included at a future conference. Here are the topics–

   The leader now proceeds in the most helpful way possible to work with the group in selecting the four topics. (He should try to apply the functions described on the copies distributed, as they seem appropriate.)

   a. Improving member behavior in club meeting.

   b. Involving members in community projects.

   c. Interpreting our group to the community.

   d. Training members for better club performance.

   e. Developing a more effective religious emphasis in our club.

   f. Improving our procedures for electing club officers.

6. When the group has reached a decision (about 7 or 8 minutes) they are asked to join the observers and the second foursome is invited into the room. These people are given exactly the same briefing as the previous group. In this case, however, the leader makes sure that leadership functions are not utilized in any effective manner. He obstructs any that tend to appear.

For example — If someone starts to talk about item 2, the leader might ask "Why did you start with item 2, what's the matter with number 1," or "What's the matter with number 4" — or "That doesn't look so good to me." He can say anything that tends to block discussion of item 2.

If someone asks what item 1 means, the leader might respond, "It seems perfectly clear to me" or "Surely you understand that" or "I think everyone understands this."

In every case, the leader tries to hold leadership to himself and to block others. He will not always succeed, but he should try. He can also criticize others for not moving faster on the job.

7. After 8 or 10 minutes the procedure is halted. The observers interview the participants in order to obtain any additional data they may desire relevant to the objective.

8. Observers now report concerning their perceptions as to what contracts existed in the two groups and why.

9. Summary comments by the leader. These may be drawn from the participants, as follows:

a. The more that group members share in the leadership functions

—the better their own motivation.

—the more they are ready to act in terms of the decision.

—the better the quality of the solution.

b. A leader is a person who has been asked by the group to make sure that the leadership functions occur in the group. If no one else provides it, he must.

c. What leadership functions are provided depend upon the requirements of the situation.

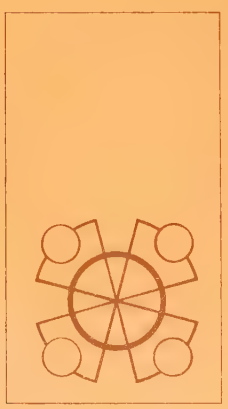
—if the air is tense, the leader must be a mediator.

—if the goal is most important, he must be concerned with problem-solving steps.

—if the group is falling apart, he must act to increase group solidarity.

d. Thus, there are no cook book rules which are appropriate in all places. A good leader and a good member is a good diagnostician and a good technique inventor.

Credit: National Training Laboratory, associated with the NEA, Washington, D. C.



Resource for: Exercise II-A, 5, 6, and 7

TASK FUNCTIONS

Task Functions	Record with a check in this box when member performs this function.
1. **Initiator:** Proposing tasks or goals; defining a group problem; suggesting a procedure or ideas for solving a problem.	
2. **Information-seeker:** Requesting facts; seeking relevant information about a group concern.	
3. **Information-giver:** Offering facts, providing relevant information about group concern.	
4. **Opinion-seeker:** Asking for expressions of feeling; requesting a statement of estimate; soliciting expressions of value; seeking suggestions and ideas.	
5. **Opinion-giver:** Stating a belief about a matter before the group giving suggestions and ideas.	
6. **Clarifier:** Interpreting ideas or suggestions; clearing up confusions; defining terms; indicating alternatives and issues before the group. Listening closely is implied.	
7. **Elaborator:** Giving examples: developing meanings; making generalizations; indicating how a proposal might work out, if adopted.	
8. **Summarizer:** Pulling together related ideas; re-stating suggestions after group has discussed them; offering a decision or conclusion for the group to accept or reject. Listening closely is implied.	

Resource for: Exercises II-A, 5, 6, and 7

BUILDING AND MAINTENANCE FUNCTIONS

	Record with a check in this box when member performs this function.
1. **Encourager:** Being friendly, warm and responsive to others; accepting others and their contributions; regarding others by giving them an opportunity or recognition.	
2. **Feeling-expresser:** Sending and expressing the feeling of the group, calling attention to reactions of group to ideas and suggestions; sharing his own feeling or affect with other members.	
3. **Harmonizer:** Attempting to reconcile disagreements; reducing tension through pouring oil on troubled waters; getting people to explore their differences.	
4. **Compromiser:** When his own idea or status is involved in a conflict, offering compromise yielding status; admitting error disciplining himself to maintain group cohesion.	
5. **Gate-keeper:** Attempting to keep communication channels open; facilitating the participation of others; suggesting procedures for sharing opportunity to discuss group problems.	
6. **Standard-setting:** Expressing standards for group to achieve; applying standards in evaluating group functioning and production.	
7. **Consensus-tester:** Asking for opinions to find out if group is near a decision; sending up a trial balloon to test a possible group conclusion.	
8. **Follower:** Going along with movement of the group; accepting ideas of others; serving as an interested audience.	
9. **Listener:** Explaining when necessary an item that was not clearly heard.	

Exercise II-A, 6– Time: 45-60 minutes

ROLE DISCOVERY

OBJECTIVE

To discover the leadership functions each seems to perform most easily and well.

To become more aware and understanding of these leadership functions.

When and Where to Use

This exercise usually follows the exercise on What Leaders Do.

Materials

Copies of "Task Functions", and "Building and Maintenance Functions" for all members. (Page 50)

Procedure

1. Leader comments:
   In our study of leadership, we discovered that a helpful way of looking at leadership was to see it as a series of functions that were performed in a group. We referred to these as task functions, those that help a group do its work, and as maintenance functions, those that maintain the group as a working unit.

   Each of us who has been effective in groups has undoubtedly been playing these roles without being very aware of it.

   Studies have shown that most of us perform some of these roles better than others. In fact, most of us become rather proficient in some of these roles and tend to perform these same roles in most of the groups to which we belong. Few of us perform all of these roles and certainly do not perform all of these tasks equally well.

   In this exercise, we want to discover what task and maintenance roles we tend to play – which ones come most easily and naturally for us.

2. Divide the class into groups of 10 or 12 for this exercise. Half of the group should be sitting around a table working on a task and the other half of the group should be observers. Each observer selects one of the group to observe and sit in a position where he can watch this person's face and expression as he speaks.

   The half in the center should have some specific topic of interest or concern to them on which all of the members are qualified to speak. This topic should be stated in the form of a question and should call for a solution by the group. The problem should be simple and be solvable in about 12-15 minutes, for example:

   a. How shall the group finance the coffee and refreshments of these meetings?

   b. What recognition, if any, should be given to the members who complete this course?

   c. What time of year would be best for the course to be repeated for others?

   d. What can we do to give new leaders a truer picture of their task?

   The leader should have several questions prepared in advance for the group to discuss. They should be of interest to the group and all members should be qualified to participate. They should be written on newsprint so the group is clear about topics.

3. The group at the table tries to solve the problem given to them – working as a group – without selecting a chairman. In this case, the group is so small it does not need a chairman and we want to discover what roles a person tends to play in a free flowing informal group.

   As the discussion proceeds, each observer, having a copy of the task and maintenance functions, listens to what is said by the person he is observing and places a check after the function the person performed when he spoke. Place a check each time the person speaks. If this function were significant, that is, it was the first of its kind or it changed the direction of the group or seemed to enable the group to make special progress, circle that check.

   When the problem is solved or the discussion has proceeded for 12 or 15 minutes, or each person has spoken 6 or 7 times, close the discussion.

4. When discussion is closed, the observers go to the person they were observing and share with this person the functions he played in the discussion. These two may wish to talk over the member's participation in the group.

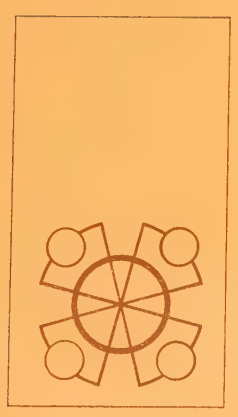
5. This exercise repeated with the members changing roles. The observers become discussants and the discussants become observers. Another topic is discussed and solved. In this way each person in the group has an opportunity to be observed and receive a report on his behavior.

6. Member discussion and leader's summary.

The members discuss their experiences in the small groups that worked together and report what they have learned.

The leader summarizes.

This exercise may be repeated several times in this or later meetings so each is aware of the functions he performs naturally and easily.



Exercise II-A, 7– Time: 45-60 minutes

DEVELOPING ROLE FLEXIBILITY

OBJECTIVE

To enable members to become aware of the task needed by a group.

To enable members to become able to perform a wider variety of roles easily.

When and Where to Use

This exercise cannot be used effectively until after the previous exercise on role discovery.

Materials

Copies of task and maintenance roles by the members of the group.

Procedure

1. The leader comments:
   We have discovered that there are two kinds of functions that must be performed by the leadership of a group. These are called task functions and maintenance functions. We have also discovered that most of us perform some of these functions more easily than others.

   As a person develops an ability to assess what function is needed by the group and to perform a wider range of these functions, he increases his ability as a leader. This is called developing role flexibility. We are going to experiment with developing role flexibility in this session.

2. Divide the group into sub-groups of 10 or 12 for this exercise. Half of the group should be sitting around a table or in a small circle working at this task. The other half serve as consultants, each working with one person sitting at the table. The consultant sits slightly to the side and behind his partner and should be able to whisper to him. As a consultant he is concerned with helping his partner perform a function that is new for him.

   The half of the group working at the task have sheets of the task and maintenance functions before them. Each draws a line through the two or three functions he performs most easily. He is barred from playing these functions. Each places a tent folder on the table before him indicating the functions he plans to perform which are new for him.

   Before proceeding with the problem, it is necessary to check the functions to be played so all are being performed by some participant. This is necessary so the group can work efficiently. It is usually desirable to have at least two persons free to perform each function.

   The problems for the group to discuss should be simple specific problems of concern to the group and which all are qualified to discuss and in which a decision is required.

   The first questions might be –

   What topics or topic shall we discuss?

   How shall this topic be stated in question form?

3. The discussion–
   The group works on the problem without a chairman. The discussion of the problem will probably proceed very slowly because the people who usually move the discussion along have those functions cancelled. It will be up to those who have not played these functions before to see their need and to perform these tasks for the group. As they become able to see this need and to perform this function, they are extending their leadership ability. This is adding flexibility to their leadership.

4. The consultants–
   Since the meeting will probably move slowly, time is called every 3-4 minutes and the person working at the task turns around to his consultant. They talk together about how the meeting is proceeding, what it needs and how the person working at the task could use the functions available to him to work at his task.

5. After 15 or 20 minutes the problem solvers and the consultants reverse their roles.

6. After one experience with consultants, groups can work on developing role flexibility without consultants. Each group can then engage in problem solving and serve as consultants to one another. This will sharpen one's sensitivity to a needed function as well as increase their ability to perform.

7. Variations can be added to this design. For example, leaders who are quite verbal can be limited to playing only one function they seldom use, so the others can have more opportunity. Sometimes, one person only is permitted to play a task role and a maintenance role. If he does not play

the role, the group is often blocked. Others will need to call for the function.

Summary

As one grows in leadership skill, he must not only know what functions the leader must perform, but also when that function is needed by the group and how that function can be performed. The wider the range of sensitivity and skill, the greater flexibility the leader has in a group.

Competency II-B:

SKILLS IN COMMUNICATION

Competency Description:

A look at how people communicate in group situations often reveals why groups have problems. People say one thing but are heard differently. They communicate much through actions, although they are often unaware that they are doing so. The group can become aware of the various ways they do communicate and can practice ways of communicating more effectively.

Training Exercises For This Competency:

1. Communication Warm-Ups
   a. Meaning and Experience
   b. An Experience in Listening
   c. Four Little Words
   d. The Gossip Line
2. One-Way, Two-Way Communication
3. Barriers to Effective Communication
4. Exercises in Listening
   a. Repeating Before Answering
   b. Assigning a Listening Role
5. Non-Verbal Communication

Resources:

Why is Communication Difficult

Being Yourself

Training Exercises From Other Competencies Applicable Here:

I-C,1 Sharing Expectancies of Group Members

Design of a Training Unit:

Climate-setting—

Sub-groups form and members tell of humorous experiences due to misunderstandings. In a total group, the most interesting ones are re-told.

1a. Meaning and Experience

1c. Four Little Words

2. One-Way, Two-Way Communication

or

Climate-setting—

Sub-groups form and members tell experience stories of serious misunderstandings. In total group, the most interesting are re-told.

3. Barriers to Communication

4. Exercises in Listening

5. Non-Verbal Communication

Selected use of resources.

No. 1 COMMUNICATION WARM–UPS

1a. Meaning and Experience

1b. An Experience in Listening

1c. Four Little Words

1d. The Gossip Line

OBJECTIVES

1. *To stimulate interest in the topic.*
2. *To introduce some of the difficulties in communication.*

When and Where to Use

These exercises may be used as desired at the beginning of training in communications.

Exercise No 1a— Time: 3 minutes

A MEANING AND EXPERIENCE

Materials

None

Procedure

1. Leader comments:
   If I were to say to you that communication is difficult because we don't speak the same language, each of you might rightly respond "All of us are speaking English."

   If I were to say to you that words bring different meanings to us, you might still have some questions.

2. Let's put it to a test.

   Each of you think of a dog. Get a real live dog in mind (pause to give time). Do you all have a live dog in mind?

How many of you were thinking of a (your dog or a dog you know) — for example, I use ("a little honey colored cocker by the name of Buffy."). Raise your hand (Most probably no hand will be raised) What's going on here? I was thinking of a little honey colored cocker by the name of Buffy and I was the only one.

Why was I thinking of a honey colored cocker by the name of Buffy?

Leader waits until someone probably replies, "It was probably your dog."

Leader continues: "When I asked each of us to think of a dog, it had little meaning. The word is only a symbol to bring meaning to the word. Each of us had to bring his experience to it. Words have meanings in general terms but they take on specific meanings in terms of our experience and each person's experience is different."

An iron worker told to tap a plastic joint with a hammer to loosen it, hit it so hard that he shattered it. To him a tap was much harder than to the person who had suggested it.

The less detail one gives in a communication, the more the other person will need to draw on his experience to have the communication have meaning for him.

In this sense, we don't even talk the same language.

Exercise No. 1b—— Time: 10 minutes

AN EXPERIENCE IN LISTENING

Materials

Paper and pencil for each person.

Procedure

1. Leader Comments:
   Often we do not listen carefully. We are going to test your listening and your ability to carry out instructions in the following exercise. I am going to ask you to draw something on a sheet of paper. Listen carefully and try to do exactly as I tell you. None of the instructions will be repeated. I will give them only once. I will go fairly fast so you will not be able to look at your neighbor's paper. Concentrate on listening to me and doing exactly as I request.

2. **Instructions:**

   a. Place a sheet of paper before you as you would for writing a letter.

   b. Draw a line across the top of the paper parallel to the top and about one inch from the top.

   c. Draw a second line across the top of the page parallel to the first line and about ½ inch below the first line.

   d. Draw a third line the length of the page parallel to the left side of the page and about one inch from the left side.

   e. Draw a fourth line parallel to the third line and about ½ inch to the right of the third line.

   f. In the small upper left-hand space, write the word "United."

   g. In the larger upper right hand space, write the word "States."

   h. In the small square, print a small letter "d" (lower case) upside down.

   i. Fold the paper 3 times and sign your name.

   j. Exchange your paper with a neighbor. Change several times if necessary so no one has his own paper.

   k. Open the paper now in your possession. If anyone thinks the paper he has in his hand is correct, ask that he raise his hand.

3. Examination of Papers
   The trainer moves around looking at the papers considered correct and indicates whether or not they are.

   Usually about 10% to 15% of the papers in any group are completely correct.

4. Leader comments:
   Look what has happened. I ask you to draw a few lines, write the name of your country, a letter of the alphabet, fold the paper and sign your name—and only . . . out of . . . were able to do it correctly even after cautioning you to give complete attention to it.

   It is true that what we are trying was not very important, but it would probably have been the same if it had been very important.

   Communicating accurately is very difficult.

Exercise No. 1c— Time: 5 minutes

FOUR LITTLE WORDS

Materials

Two sheets of newsprint containing these words:

Sheet 1.
Skyscraper—Prayer—Temple—Cathedral

Sheet 2.
Prayer—Skyscraper—Temple—Cathedral

Procedure

1. Leader says: I am going to hold a newsprint sheet before you on which 4 words are printed. You can look at it for 30 seconds. Then write down on a piece of paper the one word in the list which does not go along with the others.
2. Now I am going to hold another sheet before you on which 4 words are printed. You can look at this sheet for 30 seconds. Then write down the one word in the list which does not go along with the others.
3. Leader draws chart on newsprint as follows:

	1	2
Prayer		
Skyscraper		

4. Leader asks for a show of hands and records the responses of the group on sheet 1, and sheet 2.

   There is almost invariably a difference, yet the same four words are on each sheet.
5. Leader comments: Each of us has a mind set which determines largely what we receive. These responses reflect whether one has a structural or a religious mind set.

Exercise No. 1d— Time: 15 minutes

THE GOSSIP LINE

Materials

Several sheets of paper on which a set of directions are written or instructions given. These should be limited to about 100 words and be on some topic of interest to the group.

Procedure

1. Send 5 persons from the room. Before they leave tell them that they will be recalled one at a time and each will receive verbal instructions which they will be asked to pass on to another.
2. Call first person back into the room. The leader or a member of the group carefully reads the message on one sheet of paper to person 1. The message is read only once. It cannot be repeated.
3. Person 2 is called into the room and person 1 tells him from memory what the message is. He tells the message only once.
4. This process is repeated until all 5 persons have been given the message.
5. Person 5 reports the message as he understands it.

   The leader reads the original message.

   The amount of distortion from the first to the fifth telling is noted.

Exercise No. 2— Time: 45-60 minutes

ONE-WAY TWO-WAY COMMUNICATION

OBJECTIVE

To demonstrate the differences between one-way and two-way verbal communication in interpersonal situations, and, thereby, to illustrate the value of feedback in communication situations.

When and Where to Use

This exercise can be used any time.

Materials

Paper and pencil for all members. Newsprint and markers. Copies of Experiment 1 and 2.

Procedure

1. Leader briefly describes the first phase of the task as a demonstration of the differences between one-way and two-way verbal communications: **One-way communication as offering no opportunity for feedback from the person(s) receiving communications; two-way communication as involving possibilities of feedback.**
2. From group, the leader asks for a volunteer who desires to try communication to the group under conditions of no feedback from the other members.
3. Leader distributes blank paper to group members. Explains rules for first task as follows:
   a. (Person X) is going to give you directions for reproducing a simple geometric design.
   b. He will try to give you the best directions he can, as clearly and as fully as possible, taking as much time as is necessary for this, using **only verbal** communication and judging the time needed for the group to draw the design from his explanation.
   c. In this first condition he will **not** receive any feedback from the group members. He will turn his back to the group so as not to see your reactions. Please do not communicate **with him or with one another.** Do not give the communicator any clues by, exclamation, expression, or reaction of any kind.
   d. Try to reproduce the geometric design as accurately as possible, from the directions which he will give you.
4. Communicator gives instructions and group attempts reproductions. Leader **keeps time,** and makes **observational notes.**
5. Leader puts satisfaction scale on board; has communicator and group write their degree of satisfaction **on their sheets;** has communicator estimate number of people who reproduced design correctly; has each group member **record on his paper,** his estimate of whether his own reproduction is accurate or not. He asks group to place first design and ratings where they cannot be seen. (Turn paper over.)
6. Leader distributes second sheet of paper if needed, and explains ground rules for second task as follows (after securing a second volunteer):
   a. (Person Y) will now give you directions for reproducing the second geometric design.
   b. This time he will again give as good directions as he can, taking as much time as is necessary; at any time, however, **any** group member **may ask** questions for clarification, explanation, repetition, etc.
   c. Again, try to reproduce the design as accurately as possible.
7. Communicator gives instructions and group attempts reproductions.

   Leader keeps time, and makes **observational** notes.
8. Communicator and group again write their degree of satisfaction and accuracy estimate **on their sheets.**
9. On blackboard leader then tabulates estimated accuracy and satisfaction under the two conditions.
10. Leader shows group the original designs.
11. On board leader then tabulates actual degree of accuracy of reproductions under both conditions; tabulates time under both conditions.
12. Leader helps group in discussing and summarizing learnings.

    Possible areas include:
    a. Feelings of communicator and group member during first and second tasks.

b. Comparison of two tasks, in time, accuracy, and feelings of satisfaction-frustration of both groups and communicator.

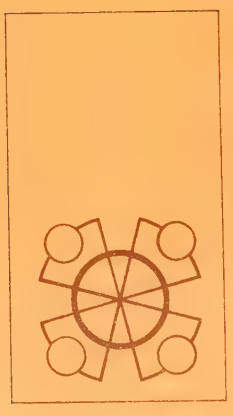
c. Possible generalizations from and implications of results in complex tasks (accuracy of communication of ideas and release of emotionality).

d. Application to group participating.

13. Leader asks two additional questions:

a. What are some of the occasions when one-way communication might be desirable?

b. What are the occasions when two-way communication would be preferred?



TABULATION FORMS

I. SATISFACTION SCALE. At close of exercise, record on blackboard number who checked in each level. Also, indicate satisfaction rating of communicator.

		Highly Satis-factory	Satis-factory	Unsatis-factory	Highly Unsatis-factory
ONE WAY	Communicator:				
	Group:				
TWO WAY	Communicator:				
	Group:				

II.

ONE WAY	(Record on blackboard at close of exercise)	TWO WAY
_____	TIMES	_____
_____	Group Estimated Accuracy	_____
_____	Volunteer Estimated Accuracy	_____
_____	Group Actual Accuracy	_____

Exercise No. 3– Time: 60 minutes

BARRIERS TO EFFECTIVE COMMUNICATION

OBJECTIVE

To make members aware of some of the barriers to effective communication.

When and Where to Use

This exercise is usually used early in a discussion of communication.

Materials

Copies of "Barriers to Effective Communication," page 64 for each of the members.
Pencils.

Procedure

1. Opening comment – whatever you feel is appropriate, but be brief.
2. Distribute copies of "Barriers to Effective Communication" and have each member check the five items that appear the most serious to him.
3. Groups of four or five members share their ideas and state their reasons for the barriers each identified as most serious.
4. Each individual re-checks his list, making any change in the five he checked earlier, in the light of the group discussion.
5. Leader calls for a show of hands on each item in the list and locates the ones that the total group agrees are the most common barriers.
6. The leader identifies the five most commonly selected. Sub-groups re-form. Each sub-group develops three helpful ways that each barrier can be overcome. (Allow 30 minutes if necessary).
7. Reports from groups, with discussion by total group.
8. Summary by member or leader. (If a member is to be asked to summarize, he should be given this assignment before reports are started).

Form For Barriers To Effective Communication

Poor communication is often the result of multiple factors. However, please indicate below the five items which you believe are the most serious barriers to effective communication in groups.

1. Sender has poor knowledge of subject or is inadequately prepared.
2. Sender does not believe in message or policy behind it.
3. Receiver has poor knowledge of subject or is inadequately prepared.
4. Receiver is not interested in subject.
5. Sender or receiver is temporarily preoccupied.
6. Unintentional failure of people to say what they mean.
7. Sender and receiver have very different vocabularies.
8. Cultural differences between communicators.
9. Professional differences between communicators.
10. Communicators have different assumptions.
11. Status differences (as leader-member) between communicators.
12. One of the communicators has negative or hostile reactions to the other.
13. One of the communicators tends to be a "yes man" to the other.
14. One or both parties is unintentionally miscommunicating.
15. Outside interference or distractions.
16. Pressure of time.
17. Inadequacy of words to express difficult concepts, relationships or situations.
18. Same words have different meanings.
19. Inadequate feedback system.
20. Sender and receiver belong in different sub-groups.
21. Differences in age between persons.
22. (Add any other you've identified.)

EXERCISES IN LISTENING

4a. Repeating Before Answering

4b. Assigning a Listening Role

OBJECTIVES

1. *To make members aware of the effects of listening.*
2. *To make members aware of their habits of poor listening.*
3. *To improve listening.*
4. *To give members practice in listening.*

Exercise No. 4a.— Time: 15-30 minutes

REPEATING BEFORE ANSWERING

When and Where to Use

This exercise may be used any time in listening but is usually more helpful after some other listening exercise.

Materials

None

Procedure

Each person chooses a partner with whom he believes he disagrees on some current issue. They move off by themselves, away from other partners and engage in a discussion of their chosen topic, with this condition:

After each speaker makes a statement of substance, the partner must repeat back the substance of the statement to the speaker's satisfaction before the statement can be answered.

After carrying on a conversation for five minutes, let them discuss what they have learned about listening, and then report it to the group.

Variations

1. If two persons disagree strongly on some topic, this repeating before answering may be practiced before the entire group.
2. If two persons disagree strongly on some topic, do as in variation No. 1 for five minutes and then reverse the roles and continue for another five minutes, then return to the original position and continue the discussion. They then report to the group on the total experience.

Exercise No. 4b.— Time: 30 minutes

(during the course of a regular meeting)

ASSIGNING A LISTENING ROLE

When and Where to Use

Any time members of a group have been having difficulty listening to one another. It is usually more effective after a group has had some understanding of the concept of task and maintenance roles in leadership.

Materials

Slips of paper on which is written "Be a Good Listener," one for each member.

Procedure

The leader describes to the group the concept of **Maintenance and Task.** (See page 50.) This may be either a simplified or comprehensive version of the material that appears with the exercise. One of the roles described should be "Listener."

After the description, ask the members if they would be willing to try performing one of the roles indicated on the slips of paper they hold. If so, tell them not to let others know what their assignment is and let them draw a slip. Each person, of course, gets the same role, "Be a Good Listener." Then proceed with the meeting.

At the conclusion of the meeting have an open discussion around the following sequence:

1. How did you like the second part of the meeting?

   What was different from the first part?
2. Have each person read his role assignment.
3. Ask each member how satisfying it was for him to follow the role instruction.
4. Ask what implication does the exercise have for the group.

Variation

Before disclosure of assignments, ask group to try to guess each member's role. This will usually result in a form of feedback to some of the members.

Exercise No. 5— Time: 20-30 minutes

NON-VERBAL COMMUNICATION

(Many non-verbal exercises are included in this training program.)

OBJECTIVE

To make the group aware that people are communicating even though they are not using words.

To help the group understand that all behavior is communication even though the members are not using words.

To make the group more sensitive to non-verbal communication.

When and Where to Use

This exercise may be used any time after the members feel that there is a supportive climate in the group.

Materials

A series of slips of paper on which some feeling toward the group or the task is written. There should be at least eight slips, each containing a topic such as:

1. You are eager to get the meeting over as you have a very important engagement and you should be there now.
2. The topic is dull. You're not interested at all.
3. You are afraid they are going to ask you to do something you don't want to do.
4. You are highly excited and interested in what the group is doing.
5. You are worried about a big task you have to do tomorrow.
6. You're mad at the chairman.
7. You're just dog tired.
8. You don't feel well.
9. You feel no one is aware of your presence.
10. You wish you were someplace else.
11. You have something very important you want to say.

(Make up your own.)

Procedure

1. Opening Comment:
   Suggest that people can often show by their behavior how they feel about the members or the meeting. In this exercise we will talk about some topic of interest to the group but one person will not participate with words. He will participate with the behavior on each of these slips of paper. A volunteer will draw one slip and follow its instructions as to the behavior he is to express and the group will carry on the discussion and watch this member. After he has communicated several times through his behavior, the discussion will stop and the group will guess what he was trying to communicate.
2. Action — ask for a volunteer to draw one of the prepared slips from the hat.

   Group discussion begins.

   All right — here we go. Our first topic for discussion might be as a suggestion to start, "What topics will be of most interest to the group?"
3. When the member with the slip has given several non-verbal clues to his feelings, cut the discussion and let the group guess what his feelings were. The member then reveals what was written on the slip.
4. Continue with the slips as long as it seems helpful.

   Summarize

Variation

Observers may be asked to sit outside the group to observe verbal behavior also. This would include such things as recording:

How much an individual participates.

Who conducts a monologue.

Who speakes to whom — agrees with whom — disagrees with whom.

Who creates atmosphere of acceptance — warmth?

Who tends to be rigid — how can you tell? Holding a position without hearing the other person.

Who tends to repeat what he has previously said, etc.

Resource No. 1:

WHY IS COMMUNICATION SO DIFFICULT

1. A person describes and sees things in terms of his own experience. Every interpretation is different because it is subjective.
2. A stimulus affects no two people in the same way. Our perceptions do not come from what we see. They come from within us. We do not see with the physical eye as much as we see with the I (The ego).
3. A stimulus does not affect the same person in the same way at different times. Once a person has changed, he never sees things the same way again.
4. A person **learns** to see things as he does. We are not born observers, we learn to see. A person sees with what he has learned; his values, beliefs, attitudes, knowledge, and feelings.
5. A person sees things not as they are but as he is. A person brings his own meanings to the things that he sees. No one can escape the tendency to color his observations with that which is unique in himself. A person sees things in terms of his age, position, sex, physical condition and state of mind.
6. A person sees things largely as he has seen them before. We tend to see things the way we are used to seeing them.
7. A person tends to find that for which he is looking.
8. A person tends to complete in his mind those things which are incomplete in reality.
9. A person tends to simplify things he does not understand.
10. The heart of communication is not words but understanding, and understanding is a joint process. It takes two to complete it. Effective communication moves freely in both directions. It implies not only to be understood but to understand.

Credit: Selected from Hillsdale College Leadership Letters, Hillsdale College, Hillsdale, Michigan.

Resource No 2:

BEING YOURSELF

Who are you? Do you really know? Can you go way beyond your vital statistics and know who you are, deep inside, what you value? What you feel?

If so, you are ready to communicate with and to know others. They are much like you in how and what they feel but they probably differ considerably from you in their experience and background. Until you can meet them in their world and help them to meet you in your world, your communication and understanding will be accidental. Much of your communication will go past one another rather than be dialogue. Fortunately, part of your communication will be in non-verbal terms and the kind of person you really are begins to come through to them. In this area of feeling you are much alike. It is in this sense that we can say, the kind of a person you are is far more important than any of the technique you may use.

You may sometimes communicate excellently by accident even as a duffer might get a good golf shot by accident, but wouldn't it be better to understand one another so what is happening is no longer an accident but more according to your intentions? As you become more and more aware of who you are, how you feel, what you value, and how you come through to others, you can adjust your behavior so it comes through to others closer to what you intended because you have taken into consideration the kind of a person he is as you communicated to him.

As your behavior more truly approximates what you really feel, you become more truly yourself and are more easily understood. Then you can truly plan together for you have accurate data on which to get common goals and move into action to which both of you are committed. When, however, the words you speak and the behavior you present differ from the feelings you have, you spread confusion more than understanding.

Competency II-C:

SKILL IN DEVELOPING OPENNESS BETWEEN MEMBERS

Competency Description

In a new group, members feel enclosed within themselves. They do not know what behavior is appropriate. As soon as someone makes a personal remark he has made a crack in that barrier. It is not easy for most people to talk about themselves to strangers, about things that are personally meaningful. Yet as one does so, that uneasy feeling of isolation and wariness begins to dissolve and there is movement by others to reciprocate. A change is felt in the atmosphere. There is less tension. This is the first step taken by members in opening themselves to each other.

Training Exercises for This Competency

1. **Relating To Others**
2. **Showing Caring**
3. **Test for Closeness**
4. **Brag Session**
5. **A Gift for You**

Design of a Training Unit

Exercises in this unit begin to focus upon the feelings of members (as distinctive from their ideas) and their willingness to share these feelings with others — their openness. This is a most important aspect of group development, but it **cannot and should not** be forced. These are primarily non-verbal exercises and are quite satisfying to some while slightly threatening to others. They can be used to advantage when the group shows the need for a new experience, or is mired down with words. It is often effective to combine non-verbal with other exercises.

Exercise II-C, 1— RELATING TO OTHERS

Time: 1 hour

OBJECTIVE

To make one aware of the conditions upon which relationships with others can be established.

When and Where to Use

This exercise can be used any time after the first session of a group. It can help in climate-setting, developing acceptance, and openness. It should not be hurried. A sequence of exercises is used for impact.

Materials

None

Procedure

1. **Introduction.** Some brief statement of introduction is desirable. It could be something like this:

   No one in this room asked to be born. We had nothing to say about our race, sex, country, or time in history. But now that we are here, our task is to join the human race. Just being born does not make one human. It makes him a candidate for humanness. Membership in the human race and one's own humanity comes from the kind of relationships one establishes with others. These relationships with others must be sought, won and valued. This is the direction we are going to take in this program.

2. **Having a conversation with someone you do not know.**

   Each individual is asked to pair up with a person he does not know at all or knows least well. Each pair will sit by themselves, apart from others and talk together. After 3 minutes, call time.

   Ask each person to sit quietly and reflect back upon the conversation they just had, in preparation for the questions. These questions will not be answered aloud but are submitted only for reflection. (two minutes)

   Question 1. Think over your conversation. Did you talk about things and places, nice safe subjects, or did you talk about yourselves? Did you talk about things that would bring you closer together? Did you share any feelings with the other person? You had an opportunity to relate to another person. Did you?

Studies show that when strange persons talk to one another, they rarely talk about themselves, but choose some safe topic away from themselves.

Question 2. If there had been a silence, would you have become anxious? Would you search for something to keep the conversation going?

Studies show that we struggle to keep the conversation going. Silence would be embarrassing.

If you had disagreed with something your partner said, would you have shown this disagreement or just have let it pass comment.

Studies show that persons in this situation tend to show more agreement than they really feel. The leader explains: If you have become aware of the impersonal, safe nature of your conversation you have just experienced what is a **general pattern of human relationships.** When practiced in the extreme, it keeps people from really knowing one another. It keeps people from being human beings and turns them into things. The difference between people and things is that people have feelings. Feelings become the basis of a relationship. Much of our conversation is a playing of games — safe, distant, apart from one's self . . . and people become increasingly lonely, even in a crowd.

3. **Showing Awareness and Acceptance of Feelings.**

Leader is not to tell group the title of the exercise. It gives them a clue to what is expected of them.

Individuals choose partners (on any basis) and the pairs get seated apart from the others, where they can have a conversation. Each pair selects one person to meet with the leader. The leader says to all these individuals who have come to him to think of some situation where they have had real deep feelings but also some problem, such as wanting to go to college, but not knowing how to select the college or having an important meeting with an important person. Give them time to get a real situation in mind. They go back to the partner and tell about it as though the problem is in the present and tell it with as much feeling of joy, sorrow, excitement, whatever they can muster on a question important to them. He will have five minutes to share it.

While these people are reviewing and rehearsing their situations in their minds, the leader briefs the group awaiting the return of their partners, in somewhat the following manner:

"When your partner returns, he will have a situation he wants to share with you and you are to respond in your normal manner."

Partner returns to share the situation. Allow five minutes.

Ask each situation teller to stand. Ask the others to raise their hands as many times as they wish in response to the following questions:

> How many of you got advice on your problems?
>
> How many got the kind of response that turned you off - or made you wonder whether or not you should have been told about it?
>
> How many felt the person paid more attention to his feelings than to the problem?

Leader comments: If a person gave you advice, he was concentrating upon your problem, more than he was upon you as a person.

If a person made you feel turned off or that you wished you hadn't told him, he was looking upon you more as a thing or an object.

If a person was aware of your feelings and commented on them, he was concerned about you as a person.

Accepting another person's feelings is a way of telling him that you know what he is feeling and that it is all right with you for him to have those feelings. This encourages him to express more feelings, not only to gain further self-understanding but to build relationships with you. We have been task-oriented so long that we tend to focus upon the task as being more important than the person.

4. **Becoming Aware of One's Own Feelings**

Leader comments: Sometimes we have become so used to problem solving that we are hardly aware of our own feelings. We have been

taught to conceal them so long that they are deeply covered. They are not nearly as concealed to others as they are to ourselves for we disclose them through the tone of our voice, the muscles of face or the positions and actions of our body. In working through to a position of mutual trust and openness it is as important to become aware of your own feelings as it is of your partner's. To be aware of them, to accept them and to talk about them when it seems appropriate makes one free to explore and appreciate them. Gaining awareness of your own feelings is a movement toward more self-acceptance and respect. An awareness of one's feelings can be developed by focusing more upon them. This exercise may illustrate this.

a. **Wearing Apparel (Group of four - six)**

   Each of you determine what you are wearing right now that most truly expresses you and why. (Give time for each to determine.) Now tell the others about it. (As each person speaks, focus on their feelings and try to determine their feelings, also your own. After each has spoken, have the group talk about their feelings.)

5. **Ownership of One's Feelings.**

Leader comments: As one becomes more aware of his feelings and begins to accept them, he becomes able to express them to others more openly and frankly. Owning a feeling implies that the feeling is yours, it belongs to you, and it is separate from the event that produced it. Not owning a feeling means talking about something outside yourself as though it were an object or it were some other person speaking.

These exercises may help. (Choose or develop incidents in which the members are involved in their daily life). Work in pairs.

a. Your teenage son leaves his clothing strewn all over his room despite your repeated requests and your orders that he at least put them in his closet, even on the floor if he can't hang them up. As a pair, determine what you will say to him.

b. Your associate at the office likes to work with his radio playing. You share the same office and do not do your best work with music. Today, it seems especially difficult because you are preparing for a committee meeting. As a pair, determine what you will say to him.

c. Your husband (or wife) wants the car for the third night in a row to pick up the same person for another social event. You need the car for a business meeting. You know the other person has a car that could be used. As a pair, determine what you will say to husband (or wife).

When pairs are ready to report, have some member of the group play the role of the teenage son, the associate, or the spouse and let each planned conversation be directed to this stand-in, and have them respond according to their feelings. After the statements, let the stand-in report on the feelings to the different statements.

The leader comments: Ownership of feelings implies that you express your feelings. There is a way that this can be done that makes the other person defensive and implies things that may or may not be so and it throws the other person on the defensive. For example:

a. To teenager – You don't care about me, or you would pick your things up.

b. To office associate – You don't care about anyone but yourself. I wish you would shut off that damn radio.

c. To spouse – You don't have to drive all the time. Think of my needs once in a while.

These kinds of responses attack the other person and don't explain how you yourself feel, so it is difficult to respond positively. Ownership of feelings separates the event from the feelings and expresses the feelings you really have. They should be stated in a way that leaves the other person free to act. This formula seems to be helpful. For example:

a. To teenager – When you leave your clothes strewn around the room, I feel so angry I want to throw them right out the window and get rid of them forever.

b. To office associate — When you play your radio, the sound distracts me. I feel so frustrated, I can't work as I should.

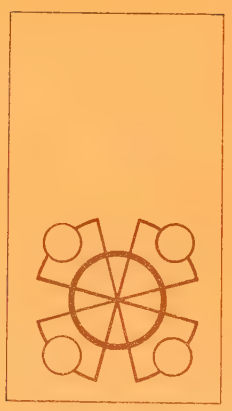
c. To spouse — When you want our car even when another is available, I feel my own needs are not important to you and this hurts.

This is considered ownership of one's feelings. It is moving toward openness — and honesty in relationships. The formula is — When (the event), I feel (the feeling).

Comment:

We cannot collaborate with others when we do not understand them and many ritualistic practices between people have become games to conceal feelings.

Disclosure of feelings reduces the mystery and provides a basis for action. It implies risk and also self-discovery and self-realization.



Exercise II-C, 2– Time: 20-30 minutes

SHOWING CARING

OBJECTIVE

To reveal the ritualistic way we show caring and to reveal the difference in showing in a more genuine way how we care.

When and Where to Use

This can be used early in a program sequence on openness and building of relationships. It should follow some exercises of self-awareness. It is often used near the beginning of a disclosure experience. It should not stand by itself. It should be part of a sequence where the importance or value of the individual person has been stressed.

Materials

None. Minimum number ten persons.

Procedure

1. Form double circles
   a. Ask a group of five - ten to hold hands and form a circle. Drop hands.
   b. Ask the second five - ten to form a circle by standing three feet behind persons in the first circle.
2. Leader comments and gives instructions.

   I am going to ask you to do something that may be a strange and new experience to many of you. The persons in the inner circle will stay where you are. The persons in the outer circle will be moving clockwise. (Have each circle point out the direction.) As the outer circle moves clockwise I want them to stand before each person, look him in the eyes, touch him with at least one hand and convey to him by touch and look, **NO WORDS – I REPEAT NO WORDS** – It should be completely quiet – convey by touch and look how much he means to you as a human being. Stay with the first person as long as you wish to convey the message non-verbally and then move to your left (clockwise) and repeat the experience with the next person. When you have completed the experience with each member of the group you should be back standing right where you are standing now.

   PROCEED.
3. Few will really take time to reveal their caring. They will be embarrassed. There is usually some giggling in the room and most caring will be done by shaking hands.

   The leader asks a few questions:

   a. Was this a strange experience for you?
   b. Did you feel slightly embarrassed?
   c. Were you able to focus on one person?
   d. Did those of you who remained stationary experience any differences in the showing of caring by those of the outer circle?

   Leader comments: Isn't it strange how we live in a world of people and we finally get to the place where many of us begin to treat them as objects or go through the accepted ritual of shaking hands. We seldom appreciate how much we really need one another. It actually can get embarrassing to let another person know we care about him as a human being.
4. **Leader gives new instructions:** Now it's only fair that we permit those of you who went around the group to have this experience too. This time, the outer circle will stand still and the inner circle will move clockwise around the group. However, here are a few suggestions. I suggest that those showing they care use both hands. Touch the person with both hands and the person being touched may respond as he/she feels prompted to do so. It may be helpful to take a bit more time. Look deep into their eyes. Touch them with both hands. Convey how much you care but don't use words.

   PROCEED.
5. Groups of five - six talk about this experience. They review what they learned about themselves and about others. This may or may not be reported to the total group.

Exercise II-C, 3— Time: 30 minutes
TEST FOR CLOSENESS

OBJECTIVE

To become aware of the differences in closeness between people during conversation.

Comments

This exercise reveals how people feel about openness. It is so easy to assume that everyone else's world is to them the same as ours is to us. This is not true. The world in which people live is within their mind. Everything that happens in the world about them is interpreted in their mind in terms of their past experience. Since their experiences are different for them, the way they interpret what is happening now differs.

People even differ in the closeness to an opponent in verbal combat which they find comfortable. A person may be able to discover the difference desired in closeness in regular conversation through the following exercise.

When and Where to Use

In a group situation where not all members understand why other members might be reacting the way they are.

Materials

Tape measure.

Procedure

Each person selects a partner. Each pair stands about fifteen feet apart. They begin a conversation. As the conversation proceeds, Partner A walks slowly up to Partner B (standing) until they make physical contact. Partner A then backs slowly away until he reaches the right distance to make conversation comfortable for A. A stops at this spot and the distance between A and B is measured with a tape measure. This experience is repeated with Partner B doing the walking forward and then backing away to the comfort spot. Almost always the partners' distance preferences vary.

Leader summarizes: There is a minimum and maximum distance for most people. Too close and they feel engulfed, too distant and they feel rejected.

Variation

A variation of this is to ask the entire group, if it is small, to rise and walk to the spot within the room where they feel most comfortable in the presence of so many people. Examine and discuss.

Exercise II-C, 4— Time: 45 minutes
BRAG SESSION

OBJECTIVES

1. *To examine the resources that are available within the group to accomplish its work.*
2. *To reinforce ego-strength of individuals in the group.*

When and Where to Use

At one of the earliest meetings — perhaps toward the end of the first meeting.

Materials

Pencil and paper for each person.

Procedure

For two or three minutes each person jots down on paper the positive things about himself which he brings to the group, helping it to fuction more effectively because of his membership in it.

Each person for three minutes shares his notes with the group. This is his license to brag. If he doesn't use the full three minutes, the group can probe for additional information: "Don't you think you also . . . " etc.

For fifteen minutes the group reviews and discusses the total input, clarifying and summing up the resources available for the group's task.

Comment

It is healthy and refreshing for an individual when others legitimatize his expression of self-esteem and thus strengthen his self-concept.

This process releases more energy for the group.

The long list of assets and resources that are thus identified by the group serves as a useful check list thereafter in tackling the group tasks.

Variation

On newsprint, leader may list each positive statement that each participant makes. This list is then typed up as the "Resource List" and copies distributed, to be referred to on occasion when special skills are looked for in carrying out a group task, in setting up a special committee or planning a project, etc.

Exercise II-C, 5— Time: 30 minutes

A GIFT FOR YOU

OBJECTIVES

1. *To provide a vehicle for members of group to express affection and appreciation toward others.*
2. *To enable each individual to recognize what others perceive to be one of his needs or something with which they identify him.*

When and Where to Use

As a celebration event after a group has been meeting for a long time. As a closing event at the end of a period of meetings, before vacation or other times when group is planning to suspend its work. As a "goodbye" ritual.

Materials

3 x 5 cards. Each person uses one for every other person present.

Procedure

Leaders tell the members to think of something each wishes for each person in the group. This may be a tangible object — for example, "a traveling bag for Jane, who has often said she envies people who can go on long trips" or something symbolic as "a four-leaf clover to wish over," or an intangible gift, "the sound of your new grandchild's cheery laughter ringing in your ears."

These are written on cards, signed, and distributed to the appropriate persons.

If there are 12 members in the group, each one takes home 11 "gifts" that have been bestowed on him. These "gifts" give him a strong positive image of how he is perceived in his group.

Comment

As each one struggles to think of the right gift to write down for the others, he is likely to go through a process in his mind of reviewing what each personality has contributed and how the group has been enriched by the special quality of each of its members. This produces a warm, united feeling and constitutes a satisfying process for mutual expression of such feelings.

Competency II-D:

SKILL IN HELPING MEMBERS GIVE AND RECEIVE FEEDBACK

Competency Description:

When a person is told by another how he is perceived by that other, how his behavior strikes the other and what the other feels and thinks as a result of his behavior, he is receiving "feedback." Feedback is essential if one is to improve his performance and his relationships with others. It takes skill to give feedback so it is listened to. It takes concern for others, as well as skill, to give feedback so that it does not seem merely punitive, is understood and is useful to the person receiving it. It also takes skill to invite this feedback in ways that encourage others to contribute constructively. There are helpful guidelines to make this experience productive. They need to be understood and practiced.

Training Exercises for This Competency

1. Leader Modeling Feedback
2. Coaching A Partner
3. Johari Window
4. The Feedback Circle
5. Instant Feedback

Related Resources

—"Statement On Feedback", below

—"The Johari Window: An Interpretation", pp. 79-80.

Design of a Training Unit

The distinction between helpful and punitive feedback is important. For this reason, it is helpful if group members are familiar with the concept, and the leader or trainer is able to model constructive feedback in his own behavior. It would be helpful to distribute copies of the resource **"Statement On Feedback"** at a session prior to the first exercise, for individual study. Exercises may be productively combined in any sequence providing guidelines outlined in **"Statement About Feedback"** are followed.

Resource II-D:

"STATEMENT ON FEEDBACK"

Feedback is the process of providing information through which a person can discover the impact of his actions and words upon individuals or the group.

Since each person's behavior is his response to the other person's actions and words **as he interprets them** in the light of his background, experience, attitudes, need satisfaction, values, etc., it is possible that he often misunderstands or misinterprets our intentions toward him. There is no way we can truly know what feelings we have aroused in this person unless he tells us. We may guess, but his feelings are his own, deep inside of him, beyond our command. We have no chance of changing what he feels unless he tells us, and in this way helps us to change our behavior to communicate to him more closely what we have intended. Without feedback this distortion between our intentions and his response can grow even greater.

For example, a new member may be trying to be accepted by the group but the group is rejecting him because of the way he is trying to gain acceptance. So now the new member redoubles his efforts and this accelerates the rejection. The process gets locked tighter and tighter until someone cares enough to tell him (feedback) what the impact of his behavior is upon the group. This is a circular process.

UNPLANNED FEEDBACK may emerge in a number of ways:

1. Conscious – nodding assent
2. Unconscious – nodding asleep
3. Spontaneous – "thanks a lot"
4. Solicited – "yes, it did help"
5. Verbal – "no"
6. Nonverbal – leaving the room
7. Informal – hand-clapping

PLANNED FEEDBACK

1. **By reflection**

   The group appoints a process-observer who does not engage in the group task but watches for the way the group goes about its task and for the impact of different actions by group members. The group allows time in the meeting for him to ask questions about things that seemed significant to him. The group reflects and discusses these situations as they wish.

2. **By self-analysis**

   Tape recorders or video tapes are used and the person has an opportunity to hear or see the impact of his behavior on others.

3. **By coaching**

   A fellow member observes another member in action and then coaches him on how he can be more effective.

4. **Personal feedback**

   This is the most direct and effective if given with the intention of helping. A number of guidelines have been developed to help in giving and receiving feedback.

GETTING HELP FROM FEEDBACK

Reinforces–

feedback may confirm behavior by encouraging its repetition. "You really helped when you clarified."

Corrects–

feedback may help bring behavior in line with intention. "It would have helped me more if you had stood up to talk."

Identifies–

feedback may help identify persons and their relationships, "Joe, I thought we were enemies, but we're not, are we?"

CRITERIA FOR HELPFUL FEEDBACK

(Illustrate from group experience if possible.)

Descriptive–

It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

Specific–

It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "just now when we were deciding the issue you did not listen to what others said and I felt forced to accept your arguments or face attack from you."

Appropriate–

It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only our own needs and fails to consider the needs of the person on the receiving end.

Useable–

It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

Requested–

It is solicited, rather than imposed. Feedback is most useful when the receiver himself has formulated the kind of question which those observing him can answer.

Timely–

It is well-timed. In general, feedback is most useful at the earliest opportunity after the behavior (depending, of course, on the person's readiness to hear it, or support available from others, etc).

Clear–

It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender had in mind.

Accurate–

When feedback is given in a training group, both giver and receiver have opportunity to check with others in the group the accuracy of the feed-

back. Is this one man's impression or an impression shared by others?

HOW TO GET FEEDBACK

1. Ask for it.
2. Accept it.
3. Ask for clarification.
4. Respond to what you've heard.

FEEDBACK CAN BEST BE GIVEN

1. In an atmosphere of trust where there is a trusting, warm relationship.
2. With concern for the other person as an individual.
3. In small bits.
4. By being sensitive to its reception.
5. When it is timely and appropriate.
6. As experience rather than supposition or interpretation.
7. When motivated by accepting of affectionate, helping impulses.
8. When it is specific and derives from the group experience.
9. When it is kept within the group.
10. When it is requested and wanted.

FEEDBACK CAN BEST BE RECEIVED

1. When one is open and ready to receive it, as when it is requested.
2. When one is ready to change.
3. From a person who is respected by the receiver.
4. When one's filters are bypassed as much as possible.
5. When one is least defensive.
6. When it is verified by others in the group.
7. When one feels trusting of the group.
8. When it doesn't violate one's personal integrity.
9. When one is free to reject it if he wishes.
10. When it is truly meant to be helpful and not punitive.
11. When it is directed toward behavior one is able to change.
12. When it describes what the person is doing rather than placing a value upon it.

For example—When you yell at me, it makes me feel that I don't want to talk to you anymore.

rather than—It's awful for you to yell at me, or you have no right to yell at me.

HOW TO BECOME MORE ABLE TO GIVE AND RECEIVE FEEDBACK

1. Have deeper personal relationships.
2. Have more satisfying personal relationships.
3. Learn of one's impact on others.
4. Increase the validity of one's communication.
5. Align self-image with reality.
6. Become more open to new experiences.
7. Become more unique or differentiated as an individual.

THE FEEDBACK PROCESSES

1. **Leveling** — Letting another person or persons know how I feel about **myself.** "I feel tired" or "I feel bored" or "I feel angry" or "I feel happy."
2. **Confrontation** — Letting another person or persons know how I feel about **them.** Pete: "I'm trying to be helpful by explaining it." Joe: "When you . . . . .I feel cut off."
3. **Encounter** — A relationship of dialogue between persons in which both are leveling and confronting.

   Pete: "I feel afraid when people don't listen, Joe."

   Joe: "I really feel inferior when I get cut off, Pete."

THE FEEDBACK MODEL

Helpful feedback requires that a person be both aware of his feelings, and reveal ownership of these feelings. A model for giving feedback is

When you (state behavior)

I feel

This provides data to the other person or group without arousing his defenses and leaves him free to deal with it as he chooses.

Exercise II-D, 1– Time: 20-30 minutes

LEADER MODELING FEEDBACK

OBJECTIVE

To introduce the idea of feedback.

When and Where to Use

This exercise may be used when an atmosphere of openness – trust and caring – has developed in the group.

Materials

One copy of Resource, pp. 75-77, **"Statement on Feedback."**

Procedure

1. During the course of a regular meeting the leader briefly introduces a few ideas from the **"Statement on Feedback"** and asks:

   Can this group think of anything I did during this session that was helpful to anyone here?

   The leader helps the group be specific in their replies and thanks them for being helpful to him by their replies.

2. The leader continues:

   Now I have a question you may find more difficult to answer. What did I do, if anything, that was a hindrance to anyone here in the meeting? If you are able to tell me, I may not be repeating this kind of behavior.

   Leader thanks the group and makes a few more comments on feedback.

3. The leader asks each member to say, in turn, what bothers him in groups. He takes the first turn with the statement: "When a fellow doesn't speak up until after a decision has already been made, and then suddenly voices his objections." (Leader may use any other example instead of the above.)

4. After each member has had a turn, he comments:

   Most of us are bothered by one thing or another in groups to which we belong. Giving feedback on these occasions makes the receiver of the feedback more effective, as well as the whole group.

Exercise II-D, 2– Time: 30-40 minutes

COACHING A PARTNER

OBJECTIVE

To help a member become more effective in the group.

When and Where to Use

This exercise may be used after a group has had some experience working together. It is especially helpful in problem solving or shared leadership, but is also a form of feedback.

Materials

None

Procedure

1. Group forms pairs. One member of each pair joins an inner circle. The other member takes a position in an outer circle where he can observe his partner well.

2. Some problem of concern to the group is given to the inner circle for a discussion that lasts about ten minutes. The partner observes how his representative is working in the group, his participation, his leadership, and the impact of his behavior on others.

3. At the end of about ten minutes, the pairs move to another part of the room. Each observer discusses his partner's performance indicating things that seemed helpful, and things that seemed to hinder the discussion.

4. Both circles join into one and the observations that were made on what helped or hindered are checked out with the group. The group may also discuss what might have been done.

5. Pairs reverse roles and go through the same procedure.

Exercise II-D, 3– Time: 1 hour

THE JOHARI WINDOW

OBJECTIVE

To provide each member with the group's perception of how open or closed he is in the way he relates to people.

When and Where to Use

This exercise may be used after an atmosphere of trust has been established and members agree to do it. The group should be acquainted with how the members behave in group experiences.

Materials

One copy of **"The Johari Window,"** for each person. One copy for each person of the form, **"Individual Ratings as a Function of Feedback and Openness."** Newsprint and marker.

Procedure

1. Explain the Johari Window concept.
2. Divide the members into groups of eight to ten who have been meeting together and who know each other fairly well.
3. Distribute copies of the Individual Rating form (page 82).
4. Have each member of the group working by himself draw the lines according to directions.
5. At the end of 15 minutes the group reassembles and copies of the form are given to the persons for whom they were prepared.
6. After five minutes of study by each person any member who feels he would like to appear to the group as more open or more welcome to feedback may ask for more feedback such as –

   What could I do in this group that would make you feel I was more open or more willing to accept feedback?
7. Leader summarizes.

Resource II-D:

THE JOHARI WINDOW: AN INTERPRETATION

A Way of Better Understanding the Relationships Between People

The concept of the Johari Window seems to be one excellent way of graphically visualizing the relationship between individuals. It's simply a window with four quadrants. The four quadrants represent the whole person in relation to others.

Quadrant 1 is behavior and motivation which is known to self and others. It shows the extent to which two or more persons can freely give and take, work together and enjoy experiences together. The larger this area, the greater is the person's contact with reality and the more available are his abilities and needs to himself and to his associates.

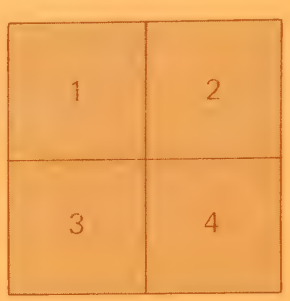


Fig. 1

Quadrant 2, the blind area, represents behavior and motivation which is not known to self but which is readily apparent to others. The simplest illustration of this quadrant is a mannerism in speech or gesture of which the person himself is unaware but which is quite obvious to others. For example, a tendency to dominate may be perfectly obvious to everyone else but not in the least obvious to the man who is doing the dominating.

Quadrant 3 is behavior and motivation which is open to self but kept away from other people. This quadrant is sometimes referred to as the **Hidden Agenda.** For example, a man may want to get a particular assignment from his boss in order to make himself look good as a result of carrying out the assignment, but does not tell his boss why he wants the assignment nor does he go about trying to get the assignment in an obvious way.

Quadrant 4 is the area of unknown activity where behavior and motivation are not known to the individual nor to others. We know this quadrant exists because both the individual and persons with whom he is associating discover from time to time new behavior or new motives which were really there all along. An individual may surprise himself with others, for example, by taking over the group's direction during a critical period, or another person may discover that he has great ability in bringing warring factions together.

Fig. 2 illustrates how a person looks when he is in a completely new group situation or when he first meets another person. Social convention provides a pattern for getting acquainted and it is considered bad form to act too friendly too soon or to reveal too much. This same constricted picture may be typical of some persons who have difficulty in relating to other persons.

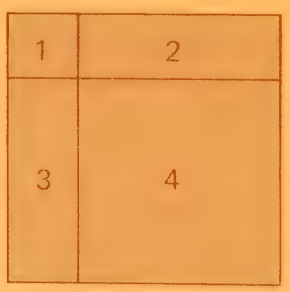


Fig. 2

Fig. 3 The larger the first quadrant, the closer to self-realization is the individual in the sense that he is meeting his needs, utilizing his abilities and interests at the same time that he is making himself more available to others.

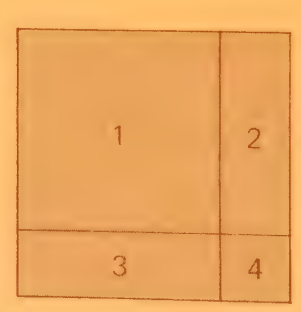
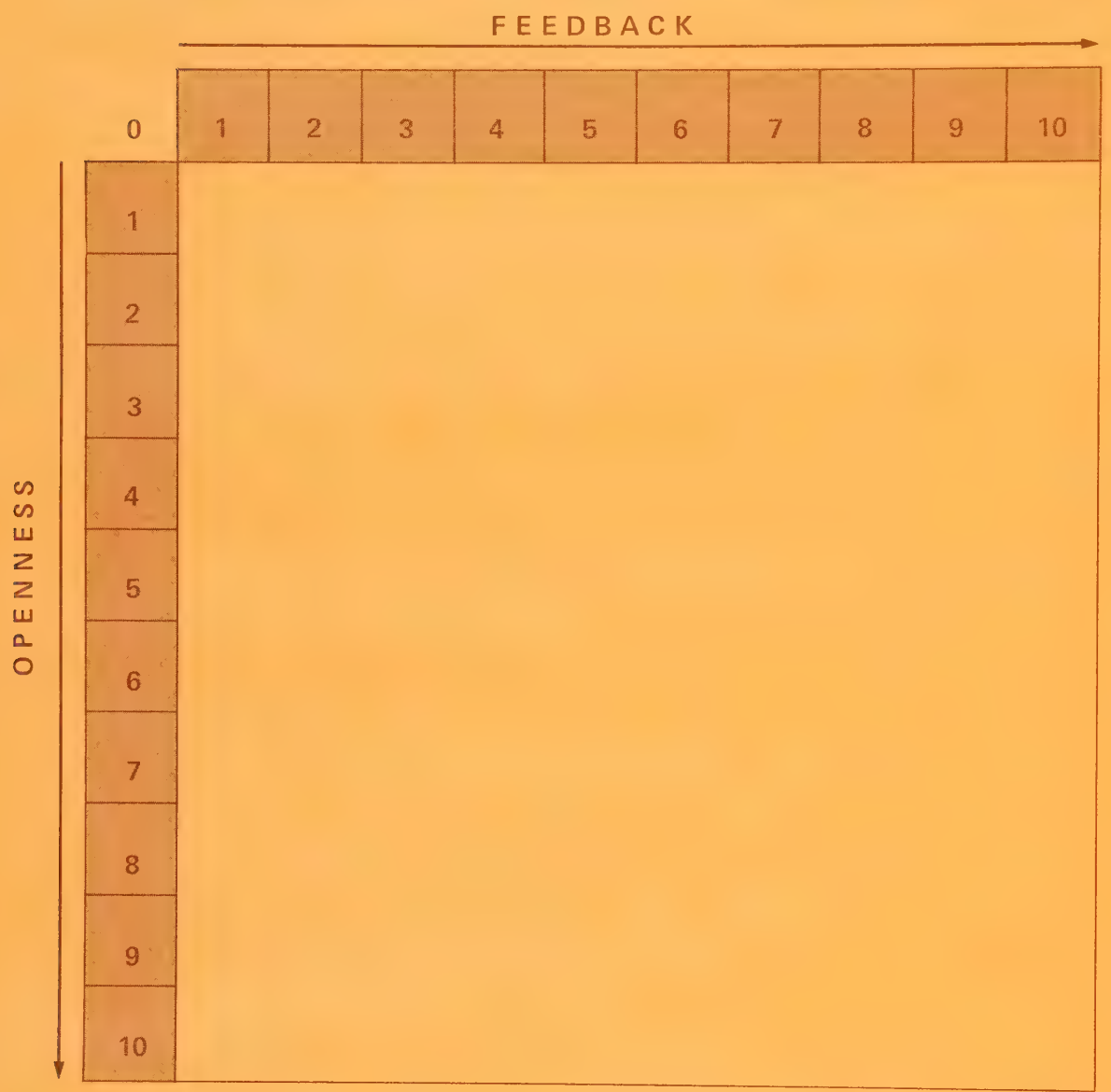


Fig. 3

Whether the relationship is between that of peer associates, superior and subordinate, or between divisions of the company or departments, the relationships which conform to Figure 3 result in greater understanding, cooperation and freedom of activity. It has also been demonstrated to result in more **creativity, higher work output,** as well as individual and organizational growth. Those relationships which follow the Figure 2 pattern are characterized by suspicion, distrust, tension, anxiety and backbiting, which result in lower work output and the thwarting of individual as well as organizational growth.

	(Known to Self)	(Not Known to Self)
Known To Others	1 MY PUBLIC SELF Things about me and my behavior known both to me and to others. I feel free and open about these things.	2 MY UNAWARE SELF Things about me that others know but are unknown to me.
Not Known To Others	3 PRIVATE SELF Things about me that I know but are unknown to others.	4 POTENTIAL SELF Things about me that are unknown to me and to others.

INDIVIDUAL RATINGS AS A FUNCTION OF FEEDBACK AND OPENNESS



Name of person to receive feedback .....

Rate the person whose name appears above in terms of (1) his desire for personal feedback by drawing a vertical line beneath the appropriate level; (2) his tendency to be open and sincere with others by drawing a horizontal line to the right of the appropriate level.

Exercise II-D, 4— Time: 50 minutes

THE FEEDBACK CIRCLE

OBJECTIVE

To give members feedback on how their participation is perceived by members of the group.

When and Where to Use

After the group is acquainted with feedback. It is more helpful when the group chooses to use it.

Materials

Newsprint and marker. Copies of **Feedback Checklist** for each member (page 84).

Procedure

1. Distribute Feedback Checklist asking each person to mark it as indicated.
2. Using show of hands to get the information, tabulate results on "how I perceive myself," and "how I feel others see me," on separate newsprint sheets, as follows:

Item	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
etc.										

3. Individual members study the group chart as well as their own ratings and select two items on which they wish feedback.
4. Each person, in turn, indicates his two items and the group goes around the circle giving feedback using these ground rules:
   a. Feedback is not to be given unless the person has data. If no data, person must pass.
   b. The person receiving feedback may offer no defense. He may ask questions for clarity and understanding.
   c. Any person not wishing more feedback may close feedback at any time by saying — Please, no more.
5. Leader asks the group to look at the tabulated ratings recorded earlier and discuss what three items would help group improve its productivity most. Asks for show of hands.

   Write those highest scored items on three separate sheets of newsprint and have members suggest what they could do to improve their performance on each.

Variation

After the first scoring of the Feedback Checklist, triads could give their reactions to each other's ratings. A second triad could be used to repeat this procedure.

"My Performance In The Group"

Score your performance in the group by placing a number between one (1) and nine (9) in Columns A and B. One (1) is low and nine (9) is high.

A How I Perceive My Performance		B How I Feel Others See My Performance
_____	1. Expresses himself clearly and concisely	_____
_____	2. Offers original ideas	_____
_____	3. Listens with understanding to what others say	_____
_____	4. Provides helpful summaries when needed	_____
_____	5. Takes leadership when it is needed	_____
_____	6. Gives helpful suggestions on how to proceed	_____
_____	7. Helps group stay on target	_____
_____	8. Dominates the group	_____
_____	9. Yields to group pressure	_____
_____	10. Is hard to understand	_____
_____	11. Likes to wander	_____
_____	12. Encourages group to high level	_____
_____	13. Annoys others	_____
_____	14. Sticks blindly to his point	_____
_____	15. Levels with other members	_____
_____	16. Contributes without cutting others off	_____
_____	17. Provides helpful feedback to group members	_____
_____	18. Helps members express their ideas	_____
_____	19. Senses when to talk and when to listen	_____
_____	20. Makes others feel at ease	_____
_____	21. Shows that he likes us	_____
_____	22. _____	_____
_____	23. _____	_____
_____	24. _____	_____

Exercise II-D, 5— Time: 30-40 minutes
INSTANT FEEDBACK

OBJECTIVE

To give immediate feedback to a leader or a member while he is addressing the group.

When and Where to Use

This exercise should be used when members have some understanding of feedback and a good supportive climate has been established so that helpful criticism is well tolerated.

Materials

Children's blocks painted on each of the six sides (Green-Black-Yellow-Red-Blue-White) for each member. A sign giving meaning of each color for this exercise.

Procedure

1. Give each member a block. Post on a sign or newsprint on the wall, visible to everyone in the room: (Two signs facing in opposite directions may be necessary.) The group may want to experiment with two or three colors before adding more.

   Green means . . . Helpful — Keep going

   Black means . . . Hindering — I don't agree

   Yellow means . . . I'm not clear on what is going on

   Red means . . . My feelings are aroused

   Blue means . . . I'm turned off — not involved

   White means . . . I want the floor — for an idea, question, etc.

2. Often when a group is seriously involved in a discussion, a speaker may need to hold the floor for a fairly long time. Rather than interrupt the speaker's flow of talk, a member may wish to transmit a brief message that would be useful for the speaker as he continues.

3. When the speaker has finished, he or others in the group may choose to deal with the messages that have been sent. The speaker may ask what he could have done to get the green message. Mixed messages from individual members may stimulate fruitful review of performance and points of view.

4. During the discussion, any member who feels he has an important message may use his block, setting it on the table in front of him so that the color of his message faces the speaker. The speaker need not enter into a dialogue with members who are giving him their messages, but is thus advised how he can improve his communication. Even if the color is White — "I want the floor — for an idea, question, etc." — the speaker who has the floor can decide whether or not to respond immediately, or later.

5. The leader may provide these blocks at the beginning of a meeting and explain that they are not to be in constant use, as this would cause a series of jerky transactions in the group. Used judiciously and only occasionally, the method may provide a rich source of information to each speaker about what is happening in the group and how he is affecting his listeners.

6. Discussion by group on what they learned from the experience.

7. Closing comment by leader:

   Experimentation with this procedure increases the speaker's and the other members' awareness of feelings that are present in the group.

Variation

1. These blocks are especially useful at a meeting where the schedule calls for a speaker to make a fairly lengthy report to a large group. He often wonders how his material is being received. The colored blocks will tell him, and he may make some alterations in his presentation accordingly.

2. Pieces of cardboard colored red on one side and green on the other may be used with a class or an audience. Members show the green side when they are understanding what is being said or the red side to show that they don't understand. Green can also be used for I agree and red for I disagree.

3. Additional colors may be used with cards that fold.

Competency II-E:

SKILL IN CLARIFYING MEMBER EXPECTATIONS AND USING CONFLICT FOR CONSTRUCTIVE LEARNING

Competency Description

People differ in ideas, attitudes, values, beliefs, and behaviors. These differences influence what members expect of each other and of the group leader. When different points-of-view are strongly held, conflict and controversy often result. Problems occur when the behavior of a member or leader differs from what others expect or believe his behavior should be. When groups can clarify and negotiate member expectations and when they openly and honestly deal with conflict there are rewarding results. There is group growth and a rich variety of experience for individuals. The leader can develop the skills to make this happen.

Training Exercises for This Competency

1. Dealing With Differences In The Group
2. Change Wish
3. Role Reversal And Role Impersonation
4. Creative Controversy Between Groups

Resources:

"Steps In Inter-Group Problem Solving In Conflict Situations."

Design of a Training Unit

In designing a unit of training it is important to repeat or "keep in mind" the learnings related to feedback and openness. Otherwise, the processes of problem solving and conflict resolution can become mechanical and perhaps not very meaningful. Exercises I-A, 2 **(Sharing Expectancies)** and I-B, 1 **(Initial Data Gathering)** can also be repeated in this unit.

Exercise II-E, 1— Time: 1 hour

DEALING WITH DIFFERENCES IN THE GROUP

OBJECTIVES

1. *To stimulate awareness within the group of the existence of differences, or sub-groups.*
2. *To provide opportunity for members to ventilate feelings about how they are different from some others in the group, and who else is like them.*
3. *To develop understanding and possibly dilute some of the abrasive effects of the differences.*

When and Where to Use

One of the very early meetings at the beginning of the group's life.

Materials

Newsprint and marking pencils.

Procedure

Leader asks group to divide into pairs. Each pair discusses "What are the ways in which people in this group differ, that may affect the ways we work together as a group?" (Five minutes.)

Total group re-forms. As pairs report, the differences are listed on newsprint by leader. If an item has already been reported, it need not be repeated.

(Examples of differences might be: race, age, status in the organization, power, personality style, environment during childhood years, etc.)

Pairs again work together to decide which two or three areas they feel are most important for the total group to deal with to enable the group to move ahead. (Two minutes.)

Pairs report to total group. Leader puts check marks before each item chosen. Leader uses judgment in guiding group in the selection of which difference it should deal with as a total group. One essential criterion is that it is possible to divide the group on this basis.

When the issue has been selected, the group is divided into two circles, one inside the other, according to which side of the difference each person perceives he belongs on. (If an issue is race and only one person is black, the fishbowl could not be used. In this case, however, it might be possible to enlarge the "minor-

ity" circle with others in the group who perceive themselves as part of a minority: Puerto Ricans, Jews, Mexicans, etc.)

The inner circle is asked to discuss the issue: "Pull apart and examine as intensively as you can the dimension of this difference. Think about what it feels like to be on this side. Think about how it affects your participation, and the whole group." (10-15 minutes.)

Outer circle listens but does not participate. Circles reverse position and the discussion continues. (10-15 minutes.)

Total group re-forms and discusses what has transpired. (Ten minutes.)

Comment

This procedure may clarify a number of misconceptions members have about how they are perceived. It should help reduce tendencies of the group to stereotype each other. Merely discussing personal feelings about being different reduces somewhat the barriers that have existed. There is a tendency for members to extend their efforts to assuage the uncomfortable feelings of individuals generated by awareness of being different.

An opposite result, equally positive, is that a certain appreciation may develop for the added richness and potential that exists within a group by virtue of some of its differences.

Variations

1. If it appears that the group has further need to deal with all the material that has surfaced, leader may suggest a 15 minute break, and allow time for members to talk in an informal, unstructured way, about anything they are anxious to discuss, forming themselves into pairs or subgroups of similar interests for continuing the discussion.
2. Each person writes on a card those things which make him feel closer to the group and those things which make him feel most separated. Leader collects these, and asks permission to read from them, anonymously. Group discusses. If a member wishes, he may declare ownership of any "difference" the leader has read from a card. This may make the discussion more productive.
3. Other questions which could be handled by writing on a card (as in Variation 2) are:
   a. What do you feel are the major responsibilities of a person who is a member of this group?
   b. What changes, if any, do you feel would make the group more meaningful to all of the members?

Credits

This design was presented at a YMCA Training Session by Charles Seashore, Director of Professional Development, National Training Laboratories, March, 1970.

Exercise II-E, 2– Time: 30-90 minutes

CHANGE WISH

OBJECTIVES

1. *To reveal the feelings of group members about the life of the group.*
2. *To determine specific things the group could do to improve its group life.*

When and Where to Use

Use in the middle life of a group or later, not in its early stages.

Materials

Blackboard and chalk or newsprint and marking pencil.

Procedure

The group members are asked to think about ways the group life could be improved or changed. Each is asked to focus on three ways the group could be improved by changes in what it does. In turn, members report one of their three, then each reports a second and a third. These are listed for the group on the newsprint.

The group then discusses the list, and tries to identify the three most important changes commonly felt to be needed.

They then brainstorm ways to make these changes come about.

Variation

1. Because it is good to focus also on positive experiences and feelings, the group could conclude its meeting by identifying "the three things about our group which we would least want to have changed."
2. This exercise can be used – under careful supervision – to give feedback to individuals about their own ways of behaving. A group discussion around the qualities members admire in other people (10 minutes), with a listing of these on the board, would be followed by individual involvement in change wishes. This can be done in either of two ways:

   a. The individual indicates which one or two on the list he would most like to be able to develop, or

   b. The members of the group are asked to tell him what qualities they would like to see him develop or what he most needs to develop.

   Each person, in turn, becomes the subject of the group discussion. The leader should exercise care in making sure the suggestions are essentially constructive.

Exercise II-E, 3— Time: Variable

ROLE REVERSAL AND ROLE IMPERSONATION

OBJECTIVES

1. *A role playing method designed to give the participants an emphatic view of the other — to* **feel** *what it's like to be the other person or to be in the position he is in.*
2. *To illustrate the effects of a particular* **expectancy** *that the individual has who occupies that role, as for example, a mother.*

When and Where to Use

Anytime during the life of the group, when a person most needs to know what it's like to be in the other person's shoes.

Materials

None

Procedure

Here are two situations, either of which could be used:

1. **Leader-member conflict:** The leader and group member are disagreeing about whether to invite three new people to join the group. The leader knows these three people and feels they need the group experience. The member knows two of the three and doesn't like one of them because of a fight they had several months ago. The member feels the group is "just right" now — he is comfortable in it. The leader feels the group is stagnant. The situation is this: The leader has just brought up again the proposal that the group invite these three people to join it.
2. **Parent-child conflict:** Mother and daughter are having a disagreement over how late the daughter can stay out on a date. The mother finally issues a midnight curfew edict. The first two occasions following this the girl was in on time. The role playing takes place just as the third date ends and the daughter has come home at one a. m. The mother is waiting up.

The role-play can be handled in different ways, in either of the above.

1. **As role impersonation:** In the first situation, another leader could play the leader's role and another member the member's role. In the second situation, an adult would play the mother's role; a youth the child's role.
2. **As role reversal:** In the first situation, a member would play the leader's role, and vice versa. In the second situation, a youth would play the mother's role; an adult would play the daughter role.

The **role reversal** is somewhat more subtle, but probably produces more insight. Select the persons for the roles, and decide if you are going to use role impersonation or role reversal. Brief the participants on their roles. Describe the situation **(either** No. 1 or No. 2 above.) Start the role playing with other members as observers. Stop the role playing when enough conflict has surfaced for each to feel the pressure of his position. Start discussion with participants by asking, "How did you feel?" "What is it like to be in this role?" After the participants have responded, invite comments from the observers, again focusing primarily on feelings revealed.

Variation

Another way of involving the whole group is to divide them into two subgroups and have them serve as coaches to the two participants during the role-play.

Comment

Role reversal and impersonation have been around a long time. They are powerful tools when properly used. This is an exercise in which it is better to be loose and responsive than too rigid. A good situation is the key.

Exercise II-E, 4— Time: 1½-2 hours

CREATIVE CONTROVERSY BETWEEN GROUPS

OBJECTIVE

To practice the four basic steps for a practical solution in resolving a conflict in the group or between sub-groups.

When and Where to Use

Whenever the group has a real problem to solve.

Materials

Mimeographed copies of **"Steps in Inter-Group Problem Solving in Conflict Situations"** for each member; newsprint, markers.

Procedure

Identify the controversy or conflict that seems to be emerging in the group or between sub-groups.

For example, there may be a policy or practice within the life of the group which one sub-group approves and likes and another part of the group disapproves or dislikes.

If no real conflict situation appears to need attention, use a hypothetical situation, such as the following:

One group is to be a group of parents setting curfew and other rules for their teenage children; the other group is a group of teenagers in the neighborhood. Each sub-group convenes in a different part of the room.

1. Each sub-group records the point of conflict on its newsprint. Each of the sub-groups defines its interests ("demands," desires) and lists these on newsprint. These sheets are posted.
2. Pass out copies of "Steps in Inter-Group Problem Solving in Conflict Situations" and have everyone read them.
3. Work through steps 1 through 6. Have the representatives of each sub-group meet in a circle, with the remainder of the two groups silent around the outside.
4. Upon completion of step 6, discuss the **process:**
   a. Did you feel one side won and one side lost? Why? Why not?
   b. Was the agreed-upon solution a compromise or a better solution than either original proposal?
   c. Were feelings honestly dealt with? Did all points of view get dealt with openly?
   d. At what point(s) were actions taken which brought the sub-groups together? What were these actions?

Variation

Each sub-group could appoint an observer who would watch the process of HIS OWN **or** THE OTHER group members, looking especially for evidences of action under 4c and 4d above. Their observations could then become part of the evaluation of the process.

Resource II-E:

STEPS IN INTER-GROUP PROBLEM SOLVING IN CONFLICT SITUATIONS

A. CONDITIONS

1. Both groups have a vested interest in the outcome.
2. Both groups are convinced they can develop final positions with creative solutions for both.

B. STEPS

1. **Problem definition.**

   The problem is defined by and through inter-group contact. Both groups or their representatives, **together,** search out the issues that separate them. The problems that demand solution are identified by joint effort.

   This assures that the issues are understood and accepted by both sides.

2. **Full problem review.**

   This is done by as many members of the groups as possible. This communicates the fundamental facts and issues and any new facts to the members who must commit themselves to the final position.

3. **Developing a range of alternatives.**

   Joint sub-groups develop a range of possible alternatives. Continuous interpretation of the other side's points of view occurs in these settings.

4. **Debate of the alternatives by the whole inter-group.**

   The results of these discussions are reported to the combined groups. This insures an opportunity for everyone to understand the reasons and rationale for each alternative. Additional alternatives could emerge at this meeting.

5. **Weighing alternative solutions.**

   The entire inter-group ranks the solutions from better to poorer. The solution that seems best in the light of all the facts can then be sifted from the rankings.

6. **Agreement on action.**

   The entire inter-group agrees to proceed on a specific course of action.

Reference: Blake, R. R., Sheppard, H. A., and Mouton, Jane S., **Inter-group Conflict,** Ann Arbor, Michigan, Foundation for Research in Human Behavior.

Competency II-F:

SKILL IN RESPONDING TO THE BEHAVIOR OF MEMBERS

Competency Description:

All behavior, even disruptive behavior, carries a message which is worth trying to understand. Usually the leader can achieve this understanding and handle the behavior suitably. Occasionally he may need to arrange for a referral for professional help.

Training Exercises for This Competency

1. **Case Study: Behavior in Groups**
2. **Learning To Deal With Behavior Problems**
3. **The Hidden Agenda**

Resources for This Competency

1. **Whose Problem Is It?**
2. **When To Make A Referral**
3. **Behavior Check List**
4. **About Behavior**

Design of a Training Unit

A training unit for this competency might well involve a careful study and discussion of the resources provided. Most leaders will be anxious to develop a "point-of-view" or frame of reference for responding to behavior or discipline problems. It would be helpful if the resources are studied before the group engages in the suggested exercises.

Exercise II-F, 1— Time: 60-90 minutes

CASE STUDY: BEHAVIOR IN GROUPS

OBJECTIVES

1. *To understand that some valuable group experiences will inevitably cause behavior problems, but that this is not a cause for undue worry.*
2. *To learn how to plan for dealing with behavior problems before they appear.*

When and Where to Use

Prior to a group experience in which some problems are anticipated.

Materials

Paper, pencils, and copies of this case for each member.

Procedure

1. **The leader comments:**

   "Discipline" does not need to have a negative connotation. It can be a positive force, when it is internalized and a person becomes responsible for his own behavior. This is SELF-Discipline.

   Without self-discipline, there will be "behavior problems." Where there are group experiences for which there is insufficient preparation of the members there can be behavior problems.

   How can we achieve self-discipline? How can we help members be prepared for experiences in such a way that behavior problems do not arise or are minimized — and, if they occur, they can be effectively handled? That is what we are looking at in this training exercise.

2. Pass out to each member a copy of THE CASE, asking them to read it carefully.

   THE CASE: A Coed Group Goes To Weekend Camp

   The coed high school youth group of 25 members has decided to have a weekend retreat at Camp In-The-Pines. They will have two purposes: an initial experience in "encounter," and planning their group's program for the next three months.

   Last year many in the group took a similar trip, and a few youths were caught sneaking out of the cabins after the midnight curfew. Three boys were caught drinking beer, and many in the group were suspected of drinking.

   Sessions were well attended until Saturday evening, when only half the group showed up for the scheduled program-planning session.

   Following the weekend, two parents called the sponsoring organization, demanding to know what had happened. Their questions were vague but reflected anxiety over reports that it had been "a swinging weekend."

   The adviser and the staff members got little sleep last year. They had agreed to take turns for two-hour stretches being awake and "on duty." This year neither is looking forward to the weekend, although both have supported the group in its decision to go.

   This year's retreat is now a week from this coming weekend. Tonight is the last meeting of the club scheduled before the trip. What should the leader do? What should the club do?

3. Divide the group into two sub-groups. In one sub-group, have each person take five minutes to write down what he would do in this situation **as the coed group's leader.** Then have the sub-group members come together, share their ideas, and come up with a proposed plan of action.

   In the other sub-group have each person role-play the position of a group member and write down what he thinks the group ought to do at that last meeting. After five minutes, still in their roles, have this sub-group's members discuss and come up with a plan of action.

4. Each sub-group reports to the other, without extensive discussion.

5. Now, ask everyone to move away from their roles to look at and discuss these two questions for about five minutes each.

   a. Was "the problem" defined in each group? If not, what would you infer were the problems assumed? Was more clarification of the problem needed? Whose problem was it? See Resource 1.

   b. Did the "leaders" and "coed group members" come up with similar recommendations? Why or why not? If not, what does this have to say for the process of dealing with the problem?

6. Have the total group come up with a list of guidelines for the weekend for the leader and the coed group in the case study, to use in their final meeting. List on the board and decide which items are most important.

Concluding Comments by the Leader

1. **On Taking Responsibility.**

   If the leader acts as if he wants to take responsibility, the group will often let him. However, the group **can** discuss and set its own standards of behavior prior to the event. It can require commitment from its members to the standards. It can agree that any transgression will be dealt with by the total group and not the leader alone.

2. **On Trust.**

   Imposed rules often invite evasion. Trust develops as people are allowed to set and enforce their own standards.

3. **On Openness.**

   The open facing of the concerns the leaders (and members, too) may have about an upcoming event sets a standard for the event itself.

A successful inter-dependent experience is one in which both the leader and members risk taking responsibility and being trusting and open. Not everyone will succeed, but when a failure occurs, the processes of dealing with it are themselves healing and helpful.

Exercise II-F, 2— Time: 45 minutes

LEARNING TO DEAL WITH BEHAVIOR PROBLEMS

OBJECTIVE

To help the leader learn how to deal effectively with disruptive behavior.

When and Where to Use

A group of leaders meeting together — after some group leadership experiences.

Materials

Blackboard, chalk.

Procedure

In group discussion, list on the blackboard the behavioral problems which have come up in the groups.

Select one of the most common experiences — and set up a role-play with leader and one or more group members. Role-play the situation, including actions taken, with OTHER than the leader who raised the issue. Following the role-play, discuss:

1. Was the action taken effective? Why — why not?
2. WHY do you think the members behaved as they did?
3. WHOSE behavior problem is it — the individual's, the leader's, or the group's?
4. What are some alternative ways of dealing with this behavior problem? What do you think would be the results of these?

Next, have the group of leaders **RECALL** either:

1. a similar experience of their own, how it was handled, and how they felt about such handling; or
2. if there is no similar experience, recall some other experience in which the leader had a behavior problem, and how it had been dealt with effectively.

Some guide questions:

1. **Where** did the leader deal with you — and **when** in relation to the action?
2. Why do you suppose you remember this incident?
3. How did the rest of the group react in this situation — did they help either you or the leader?

Resources No. 1 and No. 3 may be helpful at the conclusion of the above discussion.

Exercise II-F, 3– Time: 1 hour

THE HIDDEN AGENDA

OBJECTIVE

To create an awareness of underlying motivations which govern an individual's behavior in a group.

When and Where to Use

Use with a group of 15 or more when the leader feels that the hidden agendas of group members are blocking effective group action.

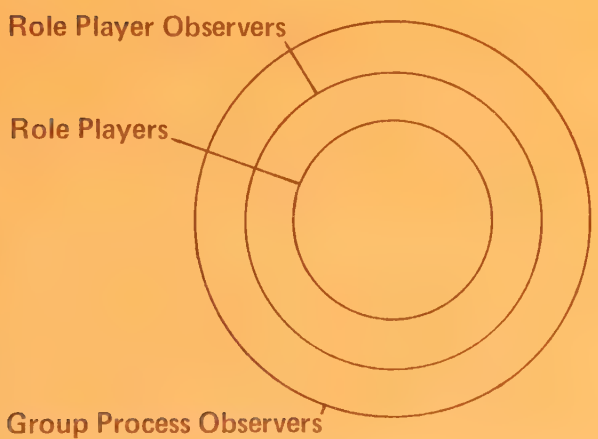
Materials

1. Role instruction sheets, role briefing sheets, and problem sheets for role players.
2. Guide sheets and problem sheets for role player observers.
3. Guide sheets and problem sheets for group observers.
4. Hidden Agenda Information sheets for all participants.

(Note: Illustrated materials are merely examples and may be adapted to other groups and situations.)

Procedure

Role players are seated in the center with all other participants seated around the role players. A table in the center for the role players is optional. Role player observers will be seated around the role players and will be arranged so that they are sitting directly across from the role player they are observing. Group process observers will be seated furthest away from the role players and behind the role player observers. The total setting may take the form of three concentric circles, as illustrated below.



1. **Preliminaries:** The leader chooses five people as role players and distributes role briefing sheets, role instruction sheets and problem sheets to them. (See next page.) These five people are taken to an area outside the hearing range of the remaining group of participants and are given five minutes to study their roles and problems. The leader warns the role players not to reveal their roles to anyone, including other role players.

   While the roles are being studied, the leader chooses five more participants to be observers of role players. Each observer will be assigned to observe a specific role player. The leader will distribute problem sheets and guides for role player observers.

   The remaining participants are assigned as group process observers and receive problem sheets and guides for group observers.

   The role player observers and the group process observers are seated as suggested in the drawing.

2. After five minutes, the role players enter, take their places in the center of the participants, and are asked by the leader to introduce themselves in their new roles. They are told that the other participants are observers. The group of role players begins the meeting under the chairmanship of "Marvin Turner."
3. After fifteen minutes, the role playing is terminated, whether the group has completed the agenda or not.
4. The group process observers are asked to report their observations.
5. The role player observers are asked to report their observations.
6. The leader asks the role players to read their roles to the group. Have "Jack" report last.
7. The leader then distributes the Hidden Agenda Information Sheet. He reads the introduction to the group.
8. The leader leads a discussion on the following topics:
   a. How do hidden agendas affect the group; how do they affect each member?
   b. What are some of the indications that hidden agendas are operating?
   c. Is the recognition of hidden agendas necessary to understand what is going on in the group?

Fact-Finding Committee Of The CAP Governing Board

Participants

a. Marvin Turner, shoe store owner-operator.

b. Roberta Stevens, ADC mother of five.

c. Louis Haber, dentist.

d. Jack Simon, Vice-president of Chamber of Commerce.

e. Carol Stone, Social Worker, Department of Welfare.

Problem

You are at a meeting of a special Fact-Finding Committee of the CAP Governing Board. Your committee was established to study the suggestion that CAP revise its procedure for electing representatives of the poverty group to the Governing Board. At present, representatives are selected for three years through a general area election. Your group has been authorized to come up with specific recommendations for the Board to act on at its next meeting. The Board has advised your committee to consider two points:

1. What would be the best procedure for selecting poverty representatives?
   a. Maintain the present system, general area-wide election.
   b. Use smaller, district elections.
   c. Use even smaller neighborhood elections.

2. How long should the term of office be?
   a. Maintain the present system.
   b. The representatives should serve for one year.

The chairman of the committee is Marvin Turner, who will report your recommendations to the Council.

INSTRUCTIONS FOR ROLE PLAYERS

1. Participants should not look at each other's roles.
2. Each person should read his part carefully and play the role conscientiously.
3. Put yourself in the role that you are given.
4. Participants should not over-act.
5. Be natural, but emphasize behavior aimed at fulfilling your role.

FACT-FINDING COMMITTEE OF THE CAP GOVERNING BOARD ROLE BRIEFING SHEET

You are CAROL STONE, a social worker with the Department of Welfare, who would like some of your welfare clients to become active in CAP. You feel if you help some of your personal clients get on the Board, this will allow you to impress your department head, and you can achieve more power generally in the CAP program. Since your work area, as a social worker, covers a district, you want the district form of election to be recommended and terms to be three years.

FACT-FINDING COMMITTEE OF THE CAP GOVERNING BOARD ROLE BRIEFING SHEET

You are MARVIN TURNER, a shoe store owner and operator, who is an ambitious community leader. You want the poverty representatives on the Board to show a lack of unity and goals, so that the professional and governmental members can run things more their way. You feel the poor are just "lazy." Therefore, you support general election procedures for the whole area, to get more representatives who won't have any specific support from a group of people in a small area, and who won't have many specific goals in mind. You also support one year terms to get as little continuity among members from poverty as possible.

FACT-FINDING COMMITTEE OF THE CAP GOVERNING BOARD ROLE BRIEFING SHEET

You are ROBERTA STEVENS, an ADC mother of five, who wants a greater role for poverty representatives on the Board. You would also like different people from poverty to have a chance to get on the Board. You support the concept of neighborhood or small unit elections for one year terms. You also want more representatives from poverty on the Board than there currently are, to counter-act some of the professional, governmental members.

FACT-FINDING COMMITTEE OF THE CAP GOVERNING BOARD ROLE BRIEFING SHEET

You are LOUIS HABER, a dentist, who is also on the City Council. You feel that local government as well as professional people, "who know what they are doing," should have a larger say on the CAP Board. Therefore, a weaker voice from the poverty representative is what you seek. You support general area elections of a one year tenure, to try to get a weaker group of poverty representatives on the Board.

FACT-FINDING COMMITTEE OF THE CAP GOVERNING BOARD ROLE BRIEFING SHEET

You are JACK SIMON, vice-president of the Chamber of Commerce, who is not really concerned with the work of the Fact-Finding Committee. You joined the Committee for only one reason, to meet Carol Stone and eventually ask her for a date. During the meeting, you plan to agree with and support every point that Carol makes. Your behavior is guided by your desire to impress Carol Stone.

GUIDE FOR ROLE PLAYER OBSERVERS

1. Was his participation general, specific, or lopsided?
2. Were his contributions helpful, not helpful?
3. What effect did his participation have on the group?
4. Did his contributions indicate that he was listening to others in the group?
5. Were his contributions centered on solving the group's problems, or were they directed by personal needs, aspirations, attitudes and values?

GUIDE FOR GROUP OBSERVERS

1. **Atmosphere**
   a. Was the general atmosphere of the group cooperative or competitive, friendly or hostile?
   b. Did the atmosphere vary from time to time?
2. **Participation**
   a. Who participated most, least, average?
   b. Was their participation helpful, not helpful?
   c. Why did they participate in that way?
   d. What effect did that kind of participation have on the group?
3. **Interest and Unity**
   a. Was the general interest high, low?
   b. Did the interest lag at times? Was this due to lack of information, understanding or stimulation?
   c. To that extent, did the group feel united by a common purpose? Were there factors that blocked progress? What were they?
4. **Progress**
   a. How far did the group get?

Introduction

The purpose of this exercise was to demonstrate that "what went on underneath the table" interfered in a rather dramatic fashion with what was going on above. In other words, the participants' needs, which influence their aspirations, attitudes, and values, affect the way they react to the surface task.

What to do about Hidden Agendas

1. Remember that the group is continuously working on two levels at once: the surface level and the hidden agenda level. Consequently, the group may not move as fast on the surface tasks as the participants might expect.
2. Look for the hidden agendas that are present. Recognition is a first step in a diagnosis of group difficulty.
3. Sometimes a participant can make it easier for a group to bring its hidden agendas to the surface. The participant may say, for example, "I wonder if we have said all that we feel about the issue. Maybe we should take time to go around the table so that any further thoughts can be opened up."
4. Some hidden agendas can be presented and talked about and should then become easier to handle. But many hidden agendas would hurt the group more if they were talked about openly. Group participants need to be sensitive to the possible dangers and should try to recognize what a group can and cannot face at a given point.
5. Do not scold or pressure the group when hidden agendas are recognized. They are present and legitimate and must be worked on in much the same manner as the surface task. At different times, hidden agendas should be given different amounts of attention, depending upon their influence on the surface task and the nature of the group and its participants.
6. Help the group find methods of solving hidden agendas as they would handle surface agendas. Although the techniques may vary, problem-solving methods are needed for handling hidden agendas.
7. Spend some time evaluating progress in the group's handling of hidden agendas. Each experience should indicate better ways of handling agendas more openly. As groups mature, hidden agendas are reduced. Evaluation sessions in the last 15 minutes of a meeting can profit a group immensely.

In our discussion of the previous exercise, we have seen that an individual's behavior in a group situation is neither random nor accidental. People behave according to personal motivations — what we might call needs. Those needs may be social or emotional. They may be explicit in the group or hidden as in the skill exercise. They may be known to the individual or unknown to him.

If people's behavior is not random or haphazard, but is rather need-determined, then the very act of joining a group must be the expression of personal needs.

We all have needs. They can take different forms, and can be satisfied in different ways. According to Abraham Maslow, the sum total of an individual's needs is arranged in a hierarchy, with physical needs and the need for security at the base of the order. Physical needs, e.g. food, shelter, warmth, are those which must be satisfied in order to maintain life. Needs for security must be fulfilled if the organism is to function within his environment. For example, if the individual is not to be overwhelmed by feelings of anxiety, there must be a degree of stability and consistency within the environment.

When the basic survival needs are met, and when there is contact with society, other needs may press for satisfaction. These are: the social, ego, and self-fulfillment needs, which can be optimally satisfied in a group situation. Social needs become evident as individuals seek acceptance from others. With the fulfillment of social needs, ego needs press for satisfaction. And it is only as the individual finds answers to the mystery of his

own unique identity, that he can then begin to be all that he is capable of being.

Group participation, then, is motivated primarily by certain needs, for which individuals seek fulfillment, expression, and satisfaction. People join groups, therefore, in search of something: something personal and important for their own senses of well-being and comfort. While individuals share certain common human needs, the fulfillment of these needs is sought in unique ways. The individual's needs for feelings of belonging, acceptance, recognition, self-worth, self-expression, and productivity are evident among those needs that motivate desires for group life.

While individuals become group participants because they have certain needs, for which they seek either expression or fulfillment, and while these needs are personal and subjective, they are not necessarily "selfish." It is both "normal" and "natural" for the individual to bring to the group desires for the satisfaction of personal needs. What we are concerned with is NOT whether these needs should be satisfied, but rather with the consequences of their expression for others, and for the group as a whole.

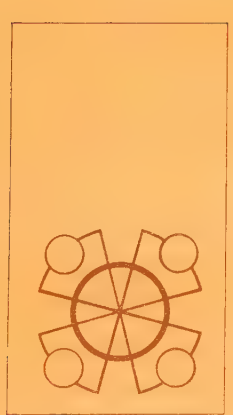
What we want to question is whether the fulfillment of ONE individual's need blocks OTHER individuals and the group from achieving their goals. If this is, in fact, found to be the case, WE will then want to help the individual to express his needs in ways which are helpful for and congruent with the needs of the other group participants and with the goals of the group.

Variations:

Any problem situation may be role played – or the group may use its own prior group experience as the situation, observed by group process observers. Steps IV, VII, and VIII under Procedures are then used.

Reference:

This material is taken from Pfeifer, J. William and John E. Jones, "A Handbook of Structured Experiences for Human Relations Training," Vol. 1, University Associates Press, Iowa City, Iowa, 1969, pp. 36-46.



Resource II-F, 1:
WHOSE PROBLEM IS IT?

Behavior problems by group members can be seen as particular responses triggered by group processes. These responses may arise from feelings the individual has brought to the group, or they may arise from situations currently going on in the group.

Usually, but not always, the leader will be able to tell which is the case. If it is the former, the leader will need to consider taking the person aside, apart from the group. If it is the latter, the leader may be able to consider the resources of the group itself in dealing with the problem.

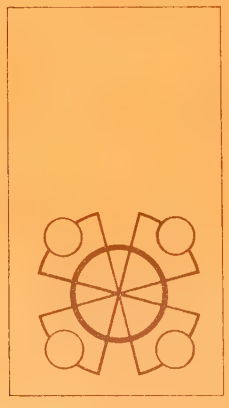
The leader's first question is: Whose problem is it?

1. Is it HIS problem? Is the leader over-reacting to the group members?
2. Is it a MEMBER'S problem — something that is "bugging" him, not primarily a problem of the total group?
3. Is it THE GROUP'S problem? Is the particular behavior a reaction to group activity?

The leader's next question is: What are the resources I have to deal with the problem?

1. If the problem is HIS (the leader's), he asks: How can the group help me? Can it be discussed with the group? Can they face it helpfully?
2. If the problem is a MEMBER'S problem: How can I help him, give him support, understanding, a friendly "ear?" How can I help his family be helpful? Does he need help from others (referral)? How can the group help him? Can they discuss this in his absence, to see what it is they can do to give honest help?
3. If the problem is the GROUP'S problem (which may be the case, even if the behavior problem is at that moment shown by only one member), then the group has the responsibility to look at the behavior, to discuss what is going on that causes it and ask: Do others of us feel the same way, even if we didn't act out? Is this what we want to happen in our group? Why are these things happening? What can we do about them? (Problem solving techniques can be used.) Faulty programming MAY be at fault. The group can RECALL: When did we do things when everyone was satisfied and there weren't any problems like this?

The leader (alone, or even with a group) may wish to examine the non-verbal behavior taking place within the group to determine further the extent of the group's reaction to its own processes. What is the non-verbal behavior "saying?" Is it consistent with the verbal behavior? If not, why not?



Resource II-F, 2:

WHEN TO MAKE A REFERRAL

Here is a checklist for normal and abnormal childhood and adolescent behavior from which a leader can determine if he should consider referring the young person for treatment. Referral should usually be attempted only after consultation by the leader with his supervisor.

The emotionally normal youth appears to:

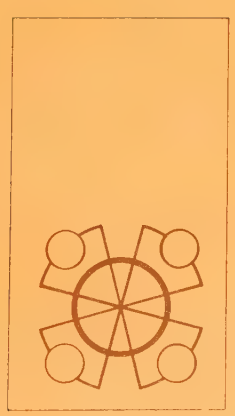
1. Be happy far more often than he is unhappy.
2. Enjoy children of his own age, rather than preferring older or younger ones or none.
3. Be curious and interested in learning.
4. Enjoy school in spite of the normal, ubiquitous sort of grumbling.
5. Display an emotional range and expression reasonable for his age — neither excessive nor constricted.
6. Be comfortably competitive (after about seven years of age).
7. Be comfortable with adults and neither overcompliant nor chronically rebellious.
8. Show relatively few evidences of chronic aberrant behavior or neurotic symptoms.
9. Appear reasonably normal in intellect and physical endowment. This does not mean that children with mental retardation or chronic physical disabilities will be maladjusted but only that such defects may enhance the possibility.

Symptoms of emotional maladjustment, if observed repeatedly and to a substantial degree, suggest referral. These include:

1. **hyperkinetic reaction** — with overactivity, restlessness, distractability and short attention span.
2. **withdrawal reaction** — with seclusiveness, detachment, sensitivity, shyness, timidity, and difficulty in forming close interpersonal relationships.
3. **over-anxious reaction** — with chronic anxiety, unrealistic fears, sleeplessness, nightmares, inhibited and lacking self-confidence.
4. **runaway reaction**
5. **aggressive reaction** — with either overt or covert disobedience, quarrelsomeness, physical and verbal aggressiveness, vengefulness, destructiveness with temper tantrums, stealing and lying.
6. **bed wetting**

References:

1. Finch, Stuart M., M. D., "Guidelines to Behavioral Disorders in Children," **Hospital Medicine,** June, 1970, pp. 53-58.
2. Morse, Dr. Robert, Section of Psychiatry, Mayo Clinic, Rochester, Minnesota.



Resource II-F, 3:

BEHAVIOR CHECKLIST

The leader often asks for a list of "practical suggestions to maintain discipline" in a youth group.

Discipline ideally comes from within a person. The youth leader's job is to help children develop this. Some actions of a leader will enhance the group's discipline.

1. Don't make a threat. You may not be willing or able to carry it out.
2. To quiet a group, try:
   a. Talking ever more softly to those right around you and then to the whole group, or
   b. Stand up, look down at the floor and keep silent as if you are trying to think of something to say, or
   c. Sing a get-quiet song, such as "John Jacob Jingleheimer Smith," or
   d. Play a get-quiet game (tie a knot in a handkerchief, throw it up, have the group yell when it is in the air and be silent when it is on the ground. After three throws, catch them in their silence and speak softly.).
3. If a child is behaving in a way that is obnoxious to you and disruptive to others, take him aside for a "man-to-man" or "big-sister" talk. Let him express his feelings. Tell him how his behavior is making you **feel**, and then listen to what he wants to tell you.
4. If you're wrong, admit it; don't apologize more than once for each error. Kids can see right through you anyway.
5. Laugh WITH, not AT the members. Feelings are easily hurt; yours will be when they laugh AT you. Don't be a wise guy.
6. If someone is too talkative, say "That's a good idea, but what do you think, Bill?" (Bill being the quiet one who hasn't had the nerve to get his two cents worth in.) Keep your eye on the wallflower; include him in what's going on.
7. Don't ridicule or be sarcastic with children.
8. Watch your language — not only to keep it clean, but to keep it at a level everyone can understand.
9. A few often-repeated words of encouragement when jobs are genuinely well done help children develop morale and self-confidence.
10. If a controversial issue comes up which you feel the group is not able to handle, say seriously, "Let me talk with you individually about that, Jim."
11. The mind can absorb only what the seat can endure. Use talk accordingly.
12. Cut off games while they are still going well, so that
    a. they can be enjoyed again.
    b. children leave the game period with a good feeling about the games.
13. Make what rules you need early in the group life, then relax them. The reverse is difficult to achieve.
14. Show a sense of humor often.
15. To young people, **rules** and rituals are interesting for their own sake. They are "untouchable." If children decide on them by themselves, they will see that they are kept.
16. Play no favorites. Respect the variation in feelings of the children toward you as indicative more of **their** needs than the nature of **your** personality. Children must challenge some authorities, including you.
17. Participation **with** children in activities builds rapport.
18. Don't act as if you know all the answers.
19. Try to accept your own anger as something you are capable of absorbing and dissolving without resort to kickback. If you are treated poorly, most children will be on your side, defending you.

Resource II-F, 4:

ABOUT BEHAVIOR

1. **Behavior is the response of the individual to the situation in which he finds himself.** This response is determined first by his personal needs which are so powerful that he cannot ignore them, secondly by the relationships he has established with others. No person's behavior can be understood apart from the individual himself. His behavior is normal for him.
2. **All behavior is purposive** — not random, haphazard or accidental. It rises from a foundation of closely inter-related physical, social and psychological factors — one's inborn biological self with its demands, urges and desires that never cease needing fulfillment; one's social-self — what one has learned from people and the world; and one's self-ideal or self-feeling, how the social-self pictures itself, what it is trying to become.
3. The key to a person's behavior centers in **his perceptions and feelings about himself.** He gets these perceptions and feelings largely from his experiences with others. These perceptions are beyond the command of any person. They are the individual's own responses to the experience as he has interpreted it. They are beyond the reach of anyone who would like to implant them ready-made from the outside. They belong to him and him alone.

Competency II-G:

SKILL IN DEVELOPING A CLIMATE FOR GROWTH, FOR MEMBERS AND FOR THE GROUP LEADER

Competency Description

A climate of support and acceptance will enhance each member's growth toward his fullest human potential. Self-awareness, self-understanding, and identity depend upon such a climate. Many group experiences can contribute to this, but no single factor is as important as the leader's attitude toward his own growth. When a leader honestly explores his feelings with the group, he demonstrates his self-acceptance and recognizes his worth as a feeling person. He is thus released from defensiveness, able to relax and relate more helpfully to the feelings of others. His behavior is contagious and generates understanding, acceptance, trust, esteem and caring for others. This is a climate in which growth occurs.

Training Exercises for This Competency

1. **Understanding The Concept Of Group Climate**
2. **Becoming Role-Free**
3. **Strength Bombardment**
4. **Perception Of Leadership Inventory**

Resources for This Competency

1. **Leadership Styles** (applies especially to the **Becoming Role-Free** exercise)
2. Chapter III, Part One, **"Creating A Climate For Learning"**

Design of a Training Unit

If the training group has not already done so, members might review the text and exercises in Chapter III, Part One, **"Creating A Climate For Learning."** Exercise No. 1, **Understanding The Concept Of Group Climate** should precede others in the unit. The **Strength Bombardment,** Exercise No. 3 requires about 30 minutes per member which means extending it over several sessions.

Exercise II-G, 1— Time: 1 hour

UNDERSTANDING THE CONCEPT OF GROUP CLIMATE

OBJECTIVE

To gain an operational understanding of the components of climate, openness, understanding, esteem, acceptance, trust, and caring.

When and Where to Use

This exercise is useful in a group which is being bogged down by interpersonal conflict and lack of trust or caring.

Materials

Cards as described below. Newsprint.

Procedure

1. Secure six members from the group for a simulated task-oriented meeting. Announce that each person will be given instructions about adopting a specific type of behavior which may or may not reflect a difference from the way he would usually behave (i.e., he might behave in ways directed by the instructions even if he had not received them).
2. Distribute the following directions, one to each member. The directions should be typed on cards for convenience.

Openness

You have a special assignment: to evidence openness in the meeting; i.e., you are to **behave** the way you **feel.** If you are impatient, say so or otherwise so indicate. If you get angry, let it be known. Be as open as you can in your response both to the **content** of the meeting as it develops and toward the other members.

Understanding

You have a special assignment to show the quality of **empathic understanding.** This means that you are to make efforts to understand what others are saying (content) and to try to feel what they are feeling. Don't analyze or diagnose. Do try to tap in on their **feelings.** You can understand content by being a good listener and asking questions. You can tune in on feelings by being sensitive to **all** the clues a person gives — tone of voice, posture, color, etc. Pay heed to your own intuition about how others are feeling. It's all right to probe ("Is something bothering you?") if it seems warranted.

Esteem

You are to make efforts to communicate that you **value** other members. This assignment may put you in the position of playing a role. You communicate esteem to others when you pay attention to them, when you make efforts to understand, when you take them (and their feelings) into account when decisions are made, when you respect their views (even though you may not agree). You are to act on the basic assumption about others that each has a contribution to make, that each is a person in his own right: then they are likely to know that you value them.

Acceptance

You are being asked to show the quality of acceptance toward the other members of this group. You can accept people you don't like. You can also accept, without necessarily agreeing with, views divergent from your own. Even seemingly far out ideas may have merit. If you can keep the door open on all contributions until they have really been looked at, and if you can help keep **all** the members as active participants in the group, you will help others feel acceptance.

Trust

We would like for you to evidence as much trust in this group and its members as you can. Trust in the group can be indicated by faith that it will make a wise decision, by giving evidence to all the members that you believe they are seeking the common good, by showing that you know your views are listened to and taken into account. Trust is evidenced when you dare to be honest knowing that you won't be punished, when you act without covering up and don't need to become defensive.

Caring

Often in groups the quality of caring for others is overlooked by task-oriented behavior. In this meeting we are asking you to express caring (liking, warmth) for others whenever you may have these feelings. Examples of caring behavior: concern about persons who are being ignored or left out, concern about what is happening to persons whose ideas are not accepted, expressions of warmth addressed specifically toward an indi-

vidual when you feel it.

3. Give those not involved an assignment as observers focused upon the climate of the sub-group and the behavior of individuals that is climate-setting. At this stage do not give anything more than a general definition of climate.

4. Improvise a task which will provide interest and stimulation. If the task is an authentic one for the group, it will provide a favorable setting in which the various assignments can be carried out. Example: How can our group become more caring?

5. At the conclusion ask observers to try to characterize the climate of the group. Note on newsprint the terms they use to describe climate.

6. Next have the observers focus upon the six members one at a time. They report what they saw the individual doing which helped to create climate. The individual is then asked to reveal what his assignment has been.

7. Distribute sheets to each person with definition of the six components of climate. Have them compare with the terms they used to describe climate in Step 5.

8. This concludes the exercise. All that is left to do is to bring home to the training group the purpose of the exercise and to restate briefly the climate concept and its component parts.

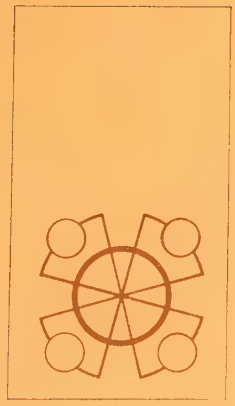
Variation

1. Ideally, the group member functions in all aspects of climate, not just one. The basic process can be repeated, with members alerted to function in all areas of climate.

2. Instead of giving the improvised task suggested in Step 4 ask the group to work at a problem which requires a decision. The problem should be as real as possible. This is a sterner test of the members' ability to effectively carry out assignments. It is under precisely such task-conditions that members forget to be sensitive and caring.

Comment

There is some hierarchy among these six components of caring. Openness, for example, takes precedence over others. There is little to be gained by expressing sentiments you don't feel. Studies do show that people begin to feel the way they act. If, for example, a person wants to be more caring, he probably will if he begins to act in more caring ways.



Exercise II-G, 2– BECOMING ROLE-FREE

Time: 45 minutes

OBJECTIVE

To help the leader become aware of the motivation underlying his behavior in the group and to help him (should he so choose) to become "role-free."

Comment

A leader's behavior in the group is determined by:

a. what he thinks he **ought** to do.

b. following his "responsive" inclinations.

c. some combination of a and b.

In a.) the major determiner of leader behavior is **role;** in b.) it is personal response to the people and happenings. Often people are not aware of the basis of their actions.

When and Where to Use

This probably comes best when the training group is well established and members are ready to explore alternative patterns of behavior or leadership.

Material

Newsprint and marker.

Procedure

1. Select a group of six to simulate a program group. Secure a seventh person to act as the leader.
2. Ask one or two persons to record the leader's behavior. Others in the training group are to be observers.
3. Announce that this is to be practice in group leadership with feedback from the observers.
4. Give the group a task and start them off. Stop them after there is an adequate sample of leader behavior.
5. Using newsprint, begin a sequential analysis of leader behavior as follows:
   a. Characterize the group situation.
   b. Describe what the leader did.
   c. Interview the leader as to why he did what he did. Write out answers.
6. At this point, introduce the concept of "ought" basis for leader action and the "responsive" or impulsive basis for behavior. (See Resource, Leadership Style, page 106.)
7. Now, pick up on Step 5:
   d. Ascribe the probable basis to each example of leader behavior for motivation. Was it "role" motivated? Was it responsive? The person who functioned as the group leader will have the best data for this judgment.
8. Initiate group discussion on the advantages and disadvantages of each style.
9. Ask the group to devise ways in which a leader may change his typical pattern of behaving.

Resource II-G, 1:

LEADERSHIP STYLE

The way we function in interpersonal situations may be thought of as resulting from the interplay of two forces; one of these we will call the **role**-force, the other the **self**-force.

The **role**-style is based upon expectancies of self and others of how the individual **should** behave. The volunteer leader of a youth group, for example, who is role-oriented, deals with factors like:

—What will the parents think if I respond in this way?

—The image of a group leader which was described at his orientation session.

—What the members of the group will think if he behaves in a certain way.

—His own image of what a "group leader" should and should not do.

—How will his supervisor view his behavior.

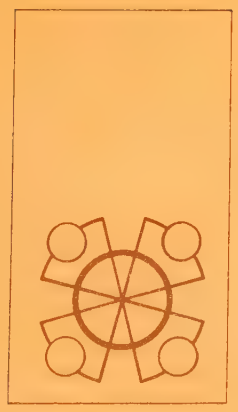
—His own feeling of responsibility to the group.

It is as though he has a group of people looking over his shoulder, monitoring his behavior, passing judgments upon him.

This leader provides the members with a model of what a group leader should be. They often feel they don't really know him. He sometimes seems inflexible and arbitrary. Members also tend to see him as not really being a member of the group. He is often hard to get close to.

The **self**-oriented leader is in touch with self. His responses are geared to the particular persons in the group and to the group as a totality. He "owns" the feelings he has and gives expression to them. He does not try to hide his weaknesses or to protect himself with a facade. His central orientation is to be himself.

This leader is likely to become a model of a person to the members. They feel they know what he is really like and tend to accept him for what he is. He comes through as real and vital. Often bonds of closeness develop between the leader and the group members. This leader is likely to find being a group leader highly satisfying.



Exercise II-G, 3– Time: About 30 minutes per person

STRENGTH BOMBARDMENT

OBJECTIVE

To help group members gain a clearer understanding and overview of their strengths, personal resources, capacities, and potentialities.

To provide an ego-supportive type of experience for members.

When and Where to Use

After group members have reached a point where they feel they know each other.

Material

A sheet of paper and pencil for each participant.

Procedure

It is of value if the Strength Bombardment Method is described in detail to the group and the choice left to group members whether they wish to use the method or not. While describing the method, the voluntary nature of participation is stressed. A blackboard can be used to outline the essential steps of the method and to write out the Key Question.

Each person is first invited to write on a sheet of paper a list of his own strengths. This should take only two or three minutes and consist only of strengths he himself perceives he possesses.

All those wishing to participate as "the target person" are then asked to write their names on slips of paper and fold the slips. These are placed in a receptacle and the name of the **target person** is drawn so that selection is essentially random.

The target person begins the process by enumerating and sharing aloud what he sees as his **strengths.** While he is doing this, the group does not interrupt or question.

When the target person has finished listing what he sees as **his strengths** he turns to the group and asks the group the **key question** in the following or similar words: "What other strengths do you see me as having?" It should be noted that the group **must not begin** sharing their perceptions of the target person's strengths unless the target person first asks the key question. By voicing the key question, the target person, in effect, issues an invitation and **takes responsibility** for what transpires during the experience. In addition, there appears to be a greater ego involvement and readiness to accept the perceptions of the group if the target person asks the group for help by addressing to them the key question.

The group now "bombards" the target person with its perceptions of his strengths. After the group has exhausted its supply of additional strengths that it honestly has perceived, the target person asks the next question:

What factors or blocks do you see me as having, which keep me from using these strengths to a fuller potential? Group members may address questions to the target person designed to solicit clues about strengths or potentialities or questions designed to clarify possible blocks or impediments to the use of personality resources.

As the leader arrives at this part of his description of the method it is important to discuss how facing problems, unrecognized aspects of the self, or blocks to the actualization of unused or latent resources is a prerequisite to helping a person identify and develop his or her strengths and potentialities. Also, sometimes a (seeming) strength may turn out to be a problem or may create an impediment to the optimum functioning of a person. Group members should, therefore, feel free to contribute their perceptions and insights as to what is **preventing** an individual from making better use of his strengths or resources. However, **the focus is essentially strength centered.** Emphasis is on helping the target person make fuller use of his potentialities.

The leader provides the group with the following guidelines for this part of the procedure:

In giving feedback, keep in mind that your goal is to help the target person develop his potentialities. Receiving feedback about problems and so-called "weaknesses" can be uncomfortable for the target person. You can help the target person receive your feedback by following some guidelines for helpful feedback.

First – Tell about specific things and events. Specifics are more helpful than general labeling. For example, telling about a specific instance where you saw a person being inconsiderate of someone's feelings is more useful feedback than just labeling that person "inconsiderate" or "insensitive."

Second – Describe without judging. Describing can help a person understand

himself, while judging can block his understanding by making him defensive. For example, if you judge someone as "bad" or "wrong" for having been inconsiderate of someone else's feelings, he will tend to defend himself from your judgment rather than see that sometimes he does indeed behave in inconsiderate ways. If you describe an actual instance in which you saw him as doing or saying something that was inconsiderate he can better understand you, and do his own judging if he wants to.

The group interaction around the target person usually lasts about thirty minutes. When the group leader senses that the group's perceptions of the target person's strengths are running out, he asks the following question: "Now that we have seen the range of some of the strengths and potentialities in John (or Mary), what sort of group fantasy or dream do we have about him (or her); that is, if he (or she) uses all these strengths—how would we see John (or Mary) functioning five years from now?"

The group then shares their fantasies and dreams about the target person. Although this is not done routinely, the leader may also ask the target person: "If you used your strengths and potentialities and could do anything you wanted to do, what is your deepest dream or fantasy about yourself?"

Finally, and as a means of closure, the following question can be addressed to the target person: "What sort of feelings did you have when Strength Bombardment was going on?"

Comment

The following observations have been made about the method:

—The average participant develops significantly increased sensitivity or perceptivity of strengths, resources or potentialities in other persons. Research indicates the more healthy an individual, the more perceptive he is of the strengths, resources and potentialities of others.

—Non-verbal aspects of behavior are often commented upon, such as "sparkle in her eye," "voice quality," etc. This increases a group's awareness of such communication.

—The process of being the center of intensive interaction has been consistently reported by the target person as being a highly stimulating emotional experience. An increase in physical energy (aliveness) and self-motivation may be evidenced.

Participants acquire a clearer idea of the range of their personality assets and potentialities whereas formerly they had a better grasp of their weaknesses and problems.

The group fantasy may be profoundly ego-supportive and ego-building since it reinforces the target person's wish to make his own daydreams come true.

Variation

Sub-groups are formed, with three to five people in each group. Each person writes on a card a list of his major strengths and one weakness he perceives about himself.

Cards are signed and passed around so that all members in the sub-group read each one. Every participant may add **one sentence** on each card after he has read it. The sentence may be an added strength, or a comment about the weakness the writer has personally identified: e.g., he may disagree with the writer, give his version of the true weakness, etc. These additions are also signed. (He may choose not to write on the card at all but merely pass it to the next person.)

When all the participants of the sub-groups have read the feedback on their cards anyone who wishes may ask the group to discuss with him the contents of his card.

Credit

Adapted from material by Dr. Herbert A. Otto, developed as part of the Human Potentialities Research Project, University of Utah, Salt Lake City, Utah.

Exercise II-G, 4— Time: 45-60 minutes

PERCEPTION OF LEADERSHIP INVENTORY

OBJECTIVES

1. *To identify behavior of the group in terms of how much it fulfills the personal needs of the leader.*
2. *To help the leader develop a climate for authentic behavior in his group.*

Comment

Often a vague uneasiness about the group's behavior is relieved when we carefully analyze it: "They're not really so tough on me," or "Something really is 'bugging' them and now that I know what it is I can react properly."

When and Where to Use

With leaders in a training session **after** they have had several sessions with their group.

Materials

Copies of **"Perception of Leadership Inventory"** page 110 for each member, and pencils.

Procedure

Each member fills out the inventory (10 minutes). When he has finished, he picks a partner. These two discuss the self-ratings, examining first the 0's and 5's, then the 4's and 1's. Questions they may ask are: —Why do they behave this way? —Do I make them or allow them to behave this way by my behavior? —Which of these should I try to change — how? Do you perceive me this way? —If not, why does the group perceive me differently?

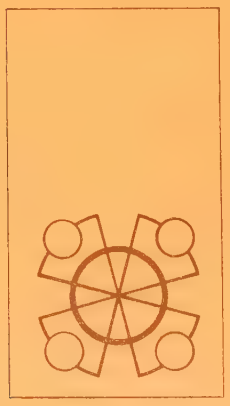
A leader with mostly 0's and 1's on the first seven and last three items and mostly 4's and 5's on the other four may want to discuss the situation with his supervisor; he and his group have a problem for which they may need outside assistance.

Variation

A mature group could fill in this inventory 1) on itself or 2) on the leader's behavior toward the group. This could be followed by getting a group rating consensus and then discussing this consensus: **Is** this the way it is? What can we do about it?

Reference

This has been adapted from an Inventory developed by the Human Development Institute, copyrighted 1965.



Instructions:

Below are a number of statements about how the **group behaves toward you.** For each one of these you are to select one of the six phrases which is the best fit. Indicate your choice by placing the number to the left of the statement.

0. I would never expect them to
1. Most of the time they will not
2. I would not count on them to
3. I would usually expect them to
4. Very often I expect them to
5. They can always be counted on to

A. . . . level with me

B. . . . really know what I am trying to say

C. . . . include me in what's going on

D. . . . accept me for what I am

E. . . . feel free to let me know when I "bug" them

F. . . . see what kind of person I really am

G. . . . be interested in me

H. . . . act "judgmental" with me; i.e., to think of me or my behavior as good or bad, right or wrong, etc., keep things to themselves to spare my feelings

I. . . . misunderstand things I say or do

J. . . . interrupt or ignore my comments

K. . . . make fun of me or disapprove if I show myself as I really am

---

L. . . . be completely frank with me at all times

M. . . . recognize readily when something is bothering me

N. . . . show unquestioned respect for me as a person apart from my skills or status

Helping The Group Develop Its Program

Group leaders frequently express greater concern over their program responsibility than over any other. This is especially true of the leader who sees it as his duty to produce program ideas or activities that will keep his group busy. The five competencies around which training units in this chapter are organized present a different view of the leader's program function. As the chapter heading suggests, it is the leader's function to ". . . . help the group develop its program." While the leader may have program ideas to share with the group, his most helpful role is that of a program process resource.

The five competencies described below should equip the leader to guide the group's program development in the light of community and individual forces, helping to keep programs "on target" with goals and of interest and importance to both members and the larger society within which the group operates. Developing insights and skills in these areas can be a far more exciting experience than merely being the repository of bright ideas.

Competency III-A:

KNOWLEDGE OF THE COMMUNITY OF WHICH THE GROUP IS A PART – ITS PROBLEMS, NEEDS, CHARACTERISTICS AND RESOURCES

Competency Description:

What are the chief influences in the lives of members? How do members of the group spend their spare time? With whom do they work and play?

In order to understand each other the members and the group leader need to have a feeling for the external and visible community of which each is a part.

Training Exercises for This Competency

1. Relationships Wheel
2. A Community Portrait
3. A Substitute Meeting
4. Force Field Analysis

Design of a Training Unit

Gaining knowledge of a community is a continuing challenge. In addition to the exercises, the group leader on his own can learn a great deal about the group member's world by visiting his home, playground or school; talking with parents, teachers, and community leaders.

Resources for group program are extensive in most communities. Below is a partial checklist of community resources that could provide speakers, films, projects, funds, maps, census tracts, or exhibits. Ask members of the group to add to the list. This is a means of getting them to focus attention upon their community.

Resource III-A:

Community Resource Checklist

Chamber of Commerce
Better Business Bureau
Yellow Pages
United Fund (Way) or Community Chest
Council of Social Agencies
Council of Health & Welfare Agencies
Council of Churches
Ministerial Association
Mayor's Office
Town (City) Council
Local newspaper—city editor
Local newspaper—sports editor
Arts Council
Board of Education
Large Companies
Public Library
Banks
Local branch, American Bar Association
Local branches, Veterans groups
And others suggested by group members:

. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .
. . . . . .

Exercise III-A, 1— Time: 30-40 minutes

RELATIONSHIPS WHEEL

OBJECTIVES

1. *For each member — to become more aware of the organizations in the community that he and the other group members already have a relationship with.*
2. *For the leader — to gain an insight into the "world" of the individuals in his group.*

When and Where to Use

This is a fairly simple exercise which can be used at any stage in a group's life. It often precedes planning of programs.

Materials

Newsprint and crayon for each member. Masking or scotch tape.

Procedure

Each person draws a stick-figure of himself in the center of the page. Then he draws a large circle — and on the circumference he is asked to write in the names of all the organizations or groups he belongs to or deals with (including recreation, business, school, and social). He is then instructed to draw lines, like spokes of a wheel, from himself out to each name. Next he is asked to draw two more lines to the two groups he deals with most; and one more line to the two he deals with next most.

When he is finished, he tapes his picture on the wall.

A discussion follows around such questions as:

1. What organizations are we all most involved with?

   . . . . . .

2. Can we think of organizations we are **not** involved with but could be?

   . . . . . .

3. Are there some relationships we would like to have stronger? Some weaker? What can we do to achieve this?

   . . . . . .

Variation

1. The relationship wheel can be used effectively listing **people** relationships instead of **organizational** relationships.
2. The relationship wheel can be used to list **forces** affecting each member. This is a somewhat more sophisticated exercise - and can lead to a discussion of values, beliefs, self-images, relationships, etc.

Exercise III-A, 2— Time: 60-90 minutes

A COMMUNITY PORTRAIT

OBJECTIVE

To help the group clarify its own understanding of its community.

When and Where to Use

Groups which have been meeting for a long time, or more sophisticated groups will approach this exercise more symbolically than literally. A fairly new group can use this exercise as a starting point in dealing with the concept of the community. A sophisticated group can use this as a basis of a philosophical discussion about what makes this community "tick?" or "What is missing in our community?" This discussion could suggest possible future programs.

Materials

Magazines and newspapers. Several sets of scissors. Crayons. Paste. Long sheets from a roll of newsprint or butcher paper.

Procedure

The group members discuss their concepts of the term "community." (A common definition of the term "community" should be agreed upon. It can mean neighborhood, section of town, or whole town or city, etc.) Group members are assigned to fill in a section of a "mural" and told to put in it pictures or drawings which describe their community to them.

When all have finished (20-30 minutes should be sufficient), ask each to interpret briefly what he has done. A general discussion can follow, if it is apparent that the group wishes to engage in it.

(No more than 8-10 should be working on any one mural.)

Variation

A group of members could observe one group doing this, and then break into triads to discuss the meaning **they** see in what the group included, what the group excluded, and the relative importance given to the different parts of the community by the group members. In what aspects were they biased? Why do you think they were?

Exercise III-A, 3— Time: 60-90 minutes

A SUBSTITUTE MEETING

OBJECTIVE

To help the leader get a picture of the community and the group members through others' eyes.

When and Where to Use

Early in the life of a group.

Materials

None

Procedure

At the time of a scheduled group meeting, have each member send a substitute. A youth could send one parent. A wife could send a husband. (This should be well planned ahead of time, with an additional invitation from the leader.) Each substitute sent should know well the member for whom he is sitting in. Where possible, all members should send a similar substitute (all youth send **parents**, for example).

The leader has several options. He can take five minutes for introductions, take 10-15 minutes and show a sample meeting, and then take the remaining time for discussion. This discussion could begin by having each person, in turn, describe

1. the person for whom he is substituting, or
2. his view of what is important in his own life as well as the life of the one for whom he is substituting as he perceives it, or
3. his view of what is important in the community, or a combination of these or anything else the leader wants to know about.

After each has spoken, a general discussion can follow. The leader concludes the meeting after 60-90 minutes.

Variations

1. Visits to the homes of group members in place of or in addition to a regular meeting would also help the leader broaden his understanding of the life situations in which his group members live.
2. A visit to another group, in the same community, similar to one's own, can also help a leader's understanding of his own group.

Exercise III-A, 4– Time: 60-90 minutes

FORCE FIELD ANALYSIS

OBJECTIVE

To provide the group with insight in analyzing the forces which produce any given situation, and to help the members assess the relative usefulness of alternative approaches to dealing with the situation.

When and Where to Use

Once a problem or situation has been carefully defined, **then** this exercise is useful as a way to determine how the issue can be dealt with. It is usually followed by a problem-solving technique.

Sometimes the work of a group reaches an impasse because a problem has emerged. The leader then may use this exercise both as a demonstration and as a way to deal with the real problem at hand.

Procedure

The group uses its immediate situation or selects a problem. It can be a group concern (How do we secure more members?), an individual's problem (How can I get better grades?), or a community issue (How can we get the school bond levy passed?).

The leader draws two lines across the middle of the blackboard. At the top, write "Restraining Forces" and draw an arrow pointing down. At the bottom, write "Supporting Forces" and draw an arrow pointing up.

In group discussion, identify first the restraining forces. What keeps the problem from being solved? List these (as in the example below) across the top of the center line and number them.

Then have the group identify those forces that will help in solving the problem. List these below the center line and number them.

There are now three ways of achieving a change in the present situation:

1. Increasing the supporting forces.
2. Reducing the restraining forces.
3. A combination of 1 and 2.

Theory

If the first is used, **increasing the supporting forces,** progress can be made but it increases tension in the restraining forces and when the increase is removed, the level returns where it now is.

If the second is used, **reducing the restraining forces,** the effort will raise the level of the group's effectiveness and this level will be maintained unless new restraining forces are developed.

If the third is used, the **combination of reducing the restraining forces and increasing the supporting forces,** the greatest progress is made in the least time.

The key to change, however, is to start by reducing the restraining forces, a technique rarely used!

Exercise

Now the task is to examine the **restraining forces,** asking these questions:

1. Which of these can't be changed – which are outside our control? It is useless to use your time trying to change these? (In the example on the next page, "How do we secure more members?" No. 1 may be one of these.)
2. Which are facts, inferences and assumptions. (No. 2 in the example.)
3. Which restraining forces will yield most readily to solution and are critical for solving the problem? (No. 3 and No. 4 in the example.)

Now look at the **supporting forces.** Which can be used without increasing counter-pressure? (No. 5 will probably increase restraining pressure; No. 7 could make No. 2 worse. **Perhaps** No. 6 and No. 8 could be utilized.)

With the forces to work on identified – and remembering to begin with the restraining forces, the group can then use a problem-solving sequence:

1. Identifying alternatives.
2. Testing the most promising alternatives.
3. Selecting the method.
4. Applying the method.

Credit

The Force Field concept was first developed by Kurt Lewin, Ph. D.

Example

"How do we secure more members?"

Restraining Forces

1 Many people are too busy.	2 People think our group is conceited.	3 Our group is too disorganized.	4 We don't have enough good programs.

Present level of membership

5 Many people need a group like this.	6 Members are willing to work hard.	7 The group has good publicity and image.	8 The group has good leadership.

Supporting Forces

Competency III-B:

UNDERSTANDING THE NEEDS, PROBLEMS, CONCERNS, INTERESTS, LIFE STYLES, AND BASIC GROWTH TASKS OF THE MEMBERS.

Competency Description:

As the group leader gains an understanding of the members, trying to stand in their shoes, see and feel what they see and feel from their point of view, he can, in a sense, play on their team and relate his behavior more truly to their needs, aspirations, and goals, supporting them in their growth.

Training Exercises for This Competency

1. Recall To Childhood
2. Memorable Experiences
3. Self-Portrait
4. Agree-Disagree

Resources for This Competency

1. Five Universal Desires
2. Developmental Tasks

Design of a Training Unit

This competency focuses upon the individual in the group . . . . . how the leader can recognize individual differences and needs against the background of more universal growth stages. The first exercise, **Recall To Childhood,** creates a feeling of relationship and understanding. The **Self-Portrait,** Exercise No. 3, gives a more individual "internal" picture of each member. In addition to the resources included in this unit, the group leader is referred to **Childhood and Society,** by Erik Erikson, published by W. W. Norton and Co., New York, 1950.

Exercise III-B, 1— Time: 60-90 minutes

RECALL TO CHILDHOOD

OBJECTIVE

This exercise is for use by leaders working with younger age groups. It uses the leader's own life experiences to help him develop an understanding of the "world" of the group he leads. Times do change, and experiences will not be identical, but may well be similar.

When and Where to Use

In the early training of a group of leaders.

This exercise can also be used as a "warm-up" by any group which can discover common experiences through focusing on an earlier age.

Materials

Blackboard and chalk.

Procedure

The leader asks the assembled members to try to remember as much as they can about themselves at the age of their own group members (if the members are younger than the leader). They should picture their own home, their parents and siblings, then their school, their friends, etc.

Under a column headed **likes** have them call out anything which comes to their mind. List these. Do the same with **dislikes.**

Then discuss, without using blackboard and chalk, questions such as these:

1. When you were that age, what made you feel most grown up?
2. What daydreams did you have then?
3. What were you afraid of?
4. What was unfair in your life?

Finally, the leader **may** ask: How do the answers to these four questions fit the person you are today?

The leader comments: How many of life's experiences are common to all generations?

Variation

1. Pick a common date (such as your tenth birthday) and describe where you lived and what you did that year following (vacation, school, etc.).
2. This exercise can be used by groups as a warm-up or climate-setting exercise.

Exercise III-B, 2— Time 60-90 minutes

MEMORABLE EXPERIENCES

OBJECTIVE

People like to talk about memorable experiences in their lives. This helps them "open up" to others relatively easily, and it helps the leader and other members see what some of their interests are.

When and Where to Use

In getting a group acquainted with each other, and at a time of program planning.

Materials

Paper or 3 x 5 cards, and a pencil for each person.

Procedure

The leader asks each person silently to think about the most exciting experiences in his life, and then list the three most exciting on his card. (5-6 minutes)

Each, in turn, reads his list, describing briefly one experience. Usually there is time for one or two to question him about this experience. (After everyone has shared one experience, each can share a second — or one "round" may use up the time available.)

The leader should conclude with his own list.

Usually the group wishes to engage in discussion about all they have heard. A time limit may need to be suggested for this discussion.

Comment

The leader can ask himself **why** the particular interests were indeed important to each person. A pattern of interests may emerge.

Variation

1. For young groups, talk about one experience rather than three. No paper and pencil is necessary.
2. Instead of three most exciting experiences, ask for any of the following:

   —The three most important experiences in my life.

   —The three happiest experiences in my life.

   —The three most upsetting experiences in my life.

   —The three people who have meant the most to me.

   —The three most significant things that have happened to my family.

   —The three questions I would most like to have answered.
3. Before any person explains his inner portrait, the members of the group are asked to draw any symbol of the way this person comes through to them. After explaining his portrait, this person may ask the members to share and explain their symbols. If he does not ask, the symbols are not shared. If he does ask and does not like the way his symbols are coming through, he can ask how he might act to come through as he would like to. The person may stop asking for symbols at any time.

Exercise III-B, 4— AGREE-DISAGREE

Time: 90 minutes

OBJECTIVES

1. *To find areas of* **disagreement** *among group members as a means of fostering discussion.*
2. *To encourage the facing of difficult questions (such as those dealing with values and meanings).*

When and Where to Use

An Agree-Disagree sheet is especially useful with a group which has been having difficulty (because of being new, or "up-tight") in talking about what they really think. The example described here is for high school youth; the Agree-Disagree model is useful for many groups.

Materials

Pencil and copy of **Agree-Disagree** page 120 sheet for every member of the group.

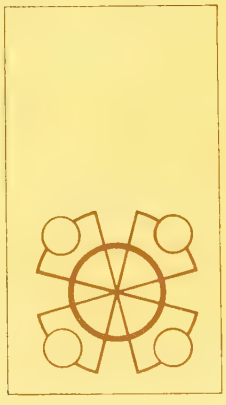
Procedure

The leader instructs the members to mark each statement **Agree** or **Disagree.** When all have finished marking all questions, then the leader takes a blank form and asks, for each question, how many **Agree** and how many **Disagree.** Members raise their hands according to how they have scored their sheets. (With some groups the leader may need to collect the marked sheets and redistribute them randomly, thus preserving anonymity.) The three items on which the difference between the Agree and Disagree **totals** is the least (those which therefore are the farthest from consensus) are identified. The leader then divides the group into small sub-groups (three-six people) and asks them to discuss and then rewrite these three statements in ways they all can agree with.

This process gets them involved in discussing the real issues, agreements and disagreements they do have. (At the leader's discretion, these sub-groups could report back their revisions, and the total group could approve or reject the modified statement. This is **not** as important as the discussion of the issues themselves.)

The leader can be sensitive where there are significant differences of opinion, and can pick this up and reflect it back to the group by saying: "Some of us think . . . and others of us think something else — what ARE the issues here?"

The leader's main role is to get the discussion going — and the Agree-Disagree sheet helps to do this. If the discussion "takes off," the leader should feel free to forget about using the sheet any further, if he wishes.



An Agree-Disagree Sheet For High School Youth

III-B:

Instructions:

This is a sheet through which we can examine some of the points of view on this topic and possibly locate some issues we may want to explore further as a group.

Each person fills in his sheet, placing an "A" in front of those statements with which he agrees and a "D" in front of those with which he disagrees. Answer **each** question, even though some may be difficult.

1. . . . A smart man plays it neutral (doesn't take sides) in the world today.
2. . . . Standards one sets for himself mean more than standards set for him by others.
3. . . . Arguing with a person who has a grievance will not help him see the light.
4. . . . Children are a suppressed minority, compelled to submit to the rules of an adult world.
5. . . . Being adult requires the ability to make decisions and to accept responsibility for them.
6. . . . A mature person places adventure and service before security in choosing his vocation.
7. . . . A person can make any vocation honorable by the way he performs it.
8. . . . A socially mature person must take responsibility for himself, such as: . . . handling money; . . . planning for the future; . . . living away from parents; . . . making and keeping appointments; . . . assuming responsibilities in his home; . . . assuming responsibilities beyond his immediate needs in the community. (Mark **each Agree** or **Disagree.**)
9. . . . Developing a healthy relationship with the preceding generation is a difficult task, but it must be done if one is to become mature.
10. . . . Difficulties adolescents have in their relationships with persons in authority follow them into adult life unless they are resolved.
11. . . . A mature person can accept and realize the meaning of fears without trying to deny that they exist.
12. . . . An adolescent is entitled to freedom (not because he has bought it by being good or has fought off restraint), when he has acquired a strength of his own.
13. . . . No one who throws himself into the possibilities of life can live without fear.
14. . . . Just having a good time is not real satisfaction, nor is being waited upon or having things handed to you. Satisfaction comes from meeting a personal need or wish, from a sense of achievement, from doing something well.

Resource III-B, 1:

FIVE UNIVERSAL DESIRES

Comment

For every person at every age there are certain desires (which are also needs) which most psychologists agree upon. The leaders and group members can build mutual understanding and can design program using these desires.

1. Desire for **recognition,** causing a person to seek experiences in which there is social approval, commendation, and prestige; and to avoid experiences that result in ridicule, scorn, and disapproval.
2. Desire for **affection,** causing a person to seek experiences involving appreciation, understanding, intimacy, and support; and to avoid situations where there is a lack of love and appreciation.
3. Desire for **power,** causing the person to seek experiences that hold promise of achievement, success, self-determination, and mastery; and to avoid situations involving frustration and a sense of failure.
4. Desire for **new experience,** causing a person to seek experiences that provide novelty, adventure, thrill, excitement, and change; and to avoid situations of dullness, monotony, and boredom.
5. Desire for **security,** causing a person to seek experiences that give assurance of protection, being wanted, and confidence; and to avoid situations involving danger, insecurity, and fear.

Variation

Paul Tillich, approaching this subject from his perspective as a theologian, described these three kinds of courage as needs common to all people:

1. The courage to participate meaningfully with other people.
2. The courage to stand, and study, and think alone, freely and creatively, by oneself.
3. The courage to accept ourselves as we are (which can only be done, he says, when we experience being accepted by others and by God.)

Resource III-B, 2:

DEVELOPMENTAL TASKS

The "developmental task" concept is a way of looking at human development. It is a framework for structuring ideas about development.

The individual confronts a life task and must work through it to arrive at personal satisfaction and personal adjustment. Passing through the task, the individual arrives at a higher level of maturity. Lack of satisfactory task completion may mean lack of satisfactory personal adjustment and "growth."

Tasks arise out of life's situations and are dependent upon sociological, biological, psychological and cultural forces. This means that tasks differ from person to person, depending upon his own background, "natural equipment," interests and environment. But while the tasks have different levels of involvement for different persons, there is a universal set of tasks that can be identified as having particular relevance during childhood, adolescence, young adulthood, etc.

Developmental tasks arise at certain periods of the life span, but are not at rigid chronological points. What we can say is that the task arises at about a certain time of life, and may be satisfied, or may recur later. Biological maturation, demands of society, aspirations and goals help set tasks.

Clarence Moser in "Understanding Boys," Association Press, New York, identifies developmental tasks for youth:

1. Developing a self-image he can respect.
2. Developing a pattern of affection.
3. Achieving independence and self-management.
4. Relating one's self to his social group.
5. Learning one's sex role.
6. Accepting one's body.
7. Accepting society's demand for competence.
8. Finding one's place in work.
9. Finding adventure in joy in living.
10. Developing a value system.

The originator of the concept is Robert J. Havighurst, whose descriptions of developmental tasks can be found in **Human Development and Education,** Longmans, Green and Co., New York, 1953.

Exercise III-C, 2— Time: 75-90 minutes

WHAT MOTIVATES ME

OBJECTIVES

1. *To examine the nature of motivation.*
2. *To examine how motivation can be applied to group experience.*

When and Where to Use

This exercise may be used any time after the group has become well acquainted.

Materials

Newsprint and markers; copies of **"Factors That Motivate Me"** and copies of **"If A Person's Best Efforts Are Wanted"** from I-B page 34, for each member, pencils.

Procedure

1. Seat members around tables in groups of three-five.
2. Pass out **"Factors That Motivate Me"** page 125, and ask each person to check the five items as directed on the form.
3. When members have completed checking, have them share their lists with others at their table and explain their reasons.
4. Ask each to re-check his form to make any changes he desires. Then lay the forms aside for the time being.
5. Give each table-group a problem similar to the following, or one from this listing. Ask them to determine in ten minutes three ways they would attempt to motivate the person in this situation, and to indicate the advantages and disadvantages of one of the ways they have selected.

Sample Situations

a. How would you get a small child to take medicine he dislikes?

b. How would you get a person to attend a meeting after three unexcused absences in a row?

c. How would you get a teenage youth to get his long hair cut?

d. How would you get a teenage girl to give up dating a boy which the family did not like?

e. How would you get a quarterback to improve his play, to get back to last year's standard?

f. How would you get a wife to improve her cooking?

6. Have each table report its plans. As they do, the leader jots down a word or phrase to describe the method on newsprint.
7. After all plans have been described, analyze the methods that have been suggested, using the following questions:
   a. Which relied on power — force - coercion?
   b. Which relied on bribery — rewards?
   c. Which were outside the person?
   d. Which came from within the person?
8. Turn to **"Factors That Motivate Me"** checked earlier. Call for a showing of hands on each factor on the list and record on newsprint the number checked on each factor. (This can be done by listing twenty numbers on the newsprint and recording the number of raised hands for each factor.) Circle the five highest numbers of raised hands. Examine these against the four questions in (7) above, especially questions c and d.
9. Pass out copies **"If A Person's Best Efforts Are Wanted"** (from I-B page 34) and have all read it. Examine these statements against the four questions in (7) above.
10. Discuss what this data reveals about the nature of motivation.
11. (Optional) Feed in additional input on motivation, such as III-C Resource 2: **Maslow; Hierarchy Of Human Needs,** or III-B Resource 1: **Five Universal Desires.**

    Compare with Frederick Herzberg's research on a wide variety of workers which indicates the highest motivators in their work were **a)** a sense of achievement; **b)** recognition for their work; **c)** a feeling of importance and interest in the work itself; **d)** an opportunity to take responsibility; and **e)** an experience of growth and development on the job.
12. Analyze some task in which the group is currently involved. Determine how it could be approached differently so that members would feel more motivated to perform. This can be done by the total group (if 12 or fewer people are involved) or in table groups. If done in table groups, some reporting back should be included.
13. Summary by leader.

Please indicate the five items from the list below which you believe are the most important in motivating you or that account most for your participating in this activity (or some pre-selected activity which the group has selected to analyze).

1. . . . I enjoy it; it is interesting.
2. . . . Others are doing it.
3. . . . It leads to recognition from others.
4. . . . It is easy.
5. . . . I feel the task is important.
6. . . . I have the skill to do it.
7. . . . I feel trusted and respected in it.
8. . . . I have the opportunity to do a good job.
9. . . . I will be disciplined if I don't do it.
10. . . . I have a chance to help with the planning.
11. . . . I get along well with others at the task.
12. . . . I have the opportunity to take responsibility.
13. . . . I have a large amount of freedom doing it.
14. . . . I have a good supervisor or leader.
15. . . . I have the opportunity to grow and develop on the job.
16. . . . I have the opportunity to meet others.
17. . . . I have the opportunity to earn money.
18. . . . There are good rewards offered.
19. . . . (Other) is

. . . . . .

. . . . . .

Exercise III-C, 3— Time: 90 minutes

RELATING GOALS AND PROGRAM

OBJECTIVES

1. *To bring into awareness the relationship which exists between the reasons for the group's existence and the kind of things it does.*
2. *To generate new program ideas and possibly new directions for the group.*

When and Where to Use

This can only be effectively used with a well established group which has history behind it.

Materials

Newsprint and markers.

Procedure

1. Divide the group in half. Assign to one half the task: list all the things the group has done in the past couple of months (or perhaps longer). Write out on newsprint and number each item. Assign the other half the task of writing out the reasons for the group's existence, i.e., its goals. These should be both group and individual goals in so far as general statements can be made about the latter. Data relevant to individual goals can be secured by having members share why they belong to the group. Put on newsprint and number.
2. Let each half share their work with the other sub-group and invite them to add or modify. Do not proceed until the group is satisfied with both lists.
3. Display both lists together. Try to relate each activity to the appropriate goal statements.

   After Step 3 is completed, one or more of the following situations will exist:

   a. There will be goals without activities.

   b. There will be activities which do not relate to a particular goal.

   c. There will be a good match between goals and what the group does.

   The most common occurrence is that a.) and b.) will obtain.

   If so, proceed as follows:

4. Have the group consider what they could do to bring into reality the goals which are not currently being worked at. The preceding steps have been planned to help the group focus sharply on this task. They may work at this individually, in pairs or other combinations including total group. Encourage members to record all the ideas they can come up with, including the wild and far out ones. Don't hurry them. **This is the pay-off of the training exercise.** Make sure that the product of this part is recorded.
5. Focus next upon the activities without related goals. This usually leads to an examination of whether or not the stated goals are the ones which are really important.

Comment

This exercise examines the relationship between goals and activity. Some goals may be found not so much in what the club does as the way it goes about things. Often the climate of the group (inclusive, caring, democratic, etc.) fulfills important individual goal requirements. In some cases it may be more important to consider the relationship between goals and group conditions or climate, which would then affect the choice of activity.

Resource III-C, 1:

CHARACTERISTICS OF EFFECTIVE GROUPS

1. Has appropriate leadership and is confident in its leadership.
2. Gives evidence of concern for the welfare and growth of its members; pays attention to group processes which are supportive to the members.
3. Has a clear and shared image of its goals.
4. Has group goals compatible with individual goals.
5. Has high production goals — but achievable ones.
6. Has organization appropriate to the goals.
7. Uses the resources of all its members.
8. Has members able to do the tasks.
9. Has appropriate decision-making procedures and authority.
10. Has appropriate problem-solving techniques.
11. Deals openly with conflict.
12. Has a sense of priorities.
13. Has open, frank and honest communication.
14. Has members who are open to the influence of each other.
15. Operates on a definite time schedule.
16. Evaluates results and processes periodically.
17. Has 8-12 working members. (This provides sufficient cross-fertilization, and allows for occasional breakdown into sub-groups for special situations.)

Resource III-C, 2:

HIERARCHY OF HUMAN NEEDS

The need for self-actualization is a healthy man's prime motivation. "Self-actualization" means fulfilling one's potential; that is, becoming everything one is capable of becoming.

Most basic needs have to do with survival — both physical and psychological survival.

The triangle represents a hierarchy with each higher level built upon the level below. On the whole, an individual is not motivated to satisfy needs on any level without having **the needs on all the levels below it satisfied. Once the lower level's needs** are **satisfied,** they **no longer become motivators.**

Adapted from **Motivation and Personality,** A. H. Maslow, New York; Harper, 1954.

Competency III-D:

SKILL IN HELPING THE GROUP BECOME MORE INVENTIVE AND CREATIVE IN PROGRAM

Competency Description:

Group program activities are frequently repetitious, routine and hackneyed, in both content and method. When groups have re-examined the relationship between their goals and the ways they spend their time they will benefit by finding **new ways** of doing **new things.** Most groups need to resist the temptation of repeating the familiar simply because it is easier. Willingness of a group to try programs which they have not previously experienced will add richness, interest, and adventure to the group experience.

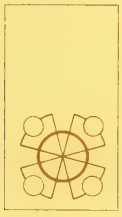
Training Exercises for This Competency

1. A Climate For Creativity
2. Brainstorming: Creative Thinking
3. Generating Creative Ideas For Program

Design of a Training Unit

These exercises, on the surface, appear to be a rather simple approach to program planning. They are, in fact, representative of rather unusual approaches to group process and program planning. Periodic repetition of one or more exercises in this unit will prevent the groups falling into the habit of "doing the same old things in the same old ways."

Skill in creative thinking, like any skill, increases with practice.



Exercise III-D, 1— Time: 60-90 minutes

A CLIMATE FOR CREATIVITY

OBJECTIVE

To create a group climate in which the creative potential within the group will be released and directed toward program activities.

Comment

Gustav Muhler describes the feeling of a creative act: "It is as if you are lying on your back in a meadow, with the clouds and the sky above you, thinking of the person you love."

Theodor Reiks: **Curiosities of the Self.**

The focus of this exercise is to create the meadow, clouds and sky for a group as a backdrop or prelude to program planning. There is no guarantee that it will succeed in achieving its stated purpose but it should be an experience of worth to almost any group.

When and Where to Use

With groups that are in a rut, not going anywhere, jaded ("We have done everything"). Use where members can lie on the floor.

Materials

Record player and one of the following albums:

Debussy: La Mer

Environmental Record

Brahms: Symphony Number 2 and 3, second movement

Some other inspirational music that you find particularly moving.

Procedure

1. Explain the intent of the exercise: "We are told that each of us uses only a small fraction – maybe 10 or 15 per cent – of our capacity for living, for the whole range of human experience. If we could unlock the potential within ourselves we would undoubtedly create a group (or club) which would be highly significant for us. If you are willing to try out something you don't know, we will proceed."
2. Ask everyone to find a place and lie down. Give these directions: "I'm going to start the record and from time to time I will give you instructions. First, I would like you to close your eyes and relax. Let the music take you where it wants to go. You will have about five minutes for this." Start the music.
3. After about five minutes stop the music. "Please open your eyes and sit up. Look around at your fellow members. For as long as the group continues you and others travel this same road. Be aware of the feelings you have about others." Allow about a minute to elapse. "Now, if you like, reach out a hand to people near you. Touch as many hands near you as you want to."
4. "Now lie back down and close your eyes. I'm going to start the music again. This time think of the people in this room. What do they mean to you? Be aware of your feelings. We will have about five minutes." Start the music.
5. After about three minutes reduce the volume and give this instruction: "Now begin to think about those people in the room you feel closest to. Or people in this group you would like to know better." Return volume to normal.
6. After two or three more minutes stop the music. "Find a partner." When this has been accomplished give the instruction: "Share with each other your feelings now. Your feelings about the group."
7. After several minutes this added instructions to the pairs. "Begin to share your hopes/dreams for this group."
8. Ask each pair to find another pair and form a foursome. When this has been done ask each group to share some of their hopes for the group (those developed in the pairs) then proceed to this assignment: What are some things the group can do which will increase the chances of its becoming more meaningful for the members?
9. After the foursomes have had an opportunity to share for a while ask them to go to "sleep" (lie down on the floor with eyes closed) for awhile and "dream" about the group. Play music softly. After about five minutes ask the foursome to re-form and share their "dreams."
10. Reconvene the group as a whole. Begin to identify and record (on newsprint) ideas for program or any type of change in the group which the process has generated.

Comment

All the results of this process may not be caught up in Step 10. It is important for the group to have time for deeper things to surface.

Exercise III-D, 2– Time: 20 minutes

BRAINSTORMING: CREATIVE THINKING

OBJECTIVES

1. *To identify as broad a range as possible of alternatives for a problem.*
2. *To give members a creative experience.*

When and Where to Use

Use prior to decision-making at any time in the life of a group.

Materials

Blackboard and chalk or newsprint and marker.

Procedure

1. The leader comments: The purpose of Brainstorming is to broaden our ideas of what is possible – to stimulate new thinking.

   Write these four rules on top of the Board for continuous reference.

   a. Anything goes. ("The wilder the better" could be said.)

   b. Piggy-back. ("You can build on a previous idea, adapt it, modify it, expand it, etc.")

   c. No discussion. ("Its relative merits or implications are not to be discussed.")

   d. Defer judgments. ("Don't criticize any suggestion.")

2. Select an area of possible community service from a short discussion with the group.

3. Brainstorm a list of every possible group in the community with which this group could collaborate on a project. As anyone calls out a group, the leader writes it on the blackboard.

   Be prepared to "enforce" the four rules – at least early in the exercise. Encourage evidences of ideas which aren't traditional.

4. After twelve minutes, end the Brainstorming. (This time has been shown to be the optimum.) The group can then make decisions, discuss or evaluate the data, etc., as it chooses.

Variation

Brainstorming can be used in a wide variety of situations where alternatives need to be discovered.

Exercise III-D, 3— Time: 60-90 minutes

GENERATING CREATIVE IDEAS FOR PROGRAM

OBJECTIVE

To provide a process which will help members think more creatively about program and group change.

When and Where to Use

This is best used with a well established group. Its most strategic use is at a time when the group is feeling in a rut, that it is not living up to potentials it might have for the members.

Materials

Pencil, paper and newsprint.

Procedure

1. Inform the members that they are to engage in a process of turning up new ideas for program and other changes which might be useful to the group.
2. Request each member to engage in a fantasy that the group is growing and is doing things which are highly satisfying to him personally, that this process is going to start immediately. His assignment is to write a description of the group as he thinks it might be after some specific interval of time, say three months or a year. In particular, he is to describe his fantasy of some of the things the group will be doing. Allow fifteen to thirty minutes for this step.
3. Each person is to look at what he has written to determine the dimensions he is concerned with, i.e., composition, organization, climate, program, etc.
4. Form the group into triads to share thoughts on program ideas.
5. Reconvene total group for sharing. Record ideas on newsprint.
6. Assess usefulness of the additional material which the process has produced.

If the process has been successful there should be some hints for program which would be more meaningful to the members. There still remains the task of translating these ideas into reality.

Variation

1. An alternative to forming the group into triads in Step 4 is to group them together according to the areas of their concern (as composition, organization, climate, program, and the like).
2. An alternative to the wide open assignment of Step 2 is to ask members to describe specific aspects of the group at a future date. The following set of questions might be used:

   —Who will be in the group?

   —How many members will the group have?

   —What kind of organization do you see the group having?

   —What are some of the ways the meetings will be different?

   —What are some of the things the group will be doing?

   —How will it feel to be in the group?

Comment

One of the reasons that members have a hard time thinking creatively about the program is that they tend to consider the group as they have known it as a stable model. It is difficult for them to think of the group doing things radically different. The projection into the future device is an attempt to circumvent or remove these constraints and to allow underlying feelings to surface. The time limits suggested are most tentative and are related to the group's commitment to the task, the setting in which the exercise takes place and the amount of time available. For example, if the group spent two days at camp, a sizable block of time, perhaps half a day, might be devoted to step 2.

This exercise often turns up material which is not strictly program but is nevertheless crucial to the welfare of the group.

Competency III-E:

SKILL IN HELPING THE GROUP RELATE TO THE LARGER COMMUNITY

Competency Description:

Few groups stand alone in any community. The sponsoring organization and other community groups usually have similar interests and possess resources which can be strengthened by cooperative effort. As groups gain in strength, they may want to join forces with others in projects or tasks that would make living better for others as well as for themselves. The group leader can develop the skills to guide his group in its cooperative endeavor.

Training Exercises for This Competency

1. **Skill Inventory**

   and repeats of . . . . . .
   III-D, 2: Brainstorming, (Page 130)
   II-G, 3: Strength Bombardment, (Page 107)
   III-A, 4: Force Field Analysis, (Page 115)

Resources for This Competency

1. **Guidelines For Collaboration**
2. **Community Needs Checklist**

Design of a Training Unit

This is the action phase of competency III-A, **Understanding The Community . . .**, and could logically follow exercises from that unit. Note also the possibility of repeating exercises that have been used in another context. Both resources in this unit could be reviewed and discussed by the training group. **Guidelines for Collaboration** could be a check against which the group evaluates its readiness and "competence" for collaboration. The **Community Needs Checklist** should be expanded by the group to include needs not listed and to identify those of greatest interest to the group.

Exercise III-E, 1— Time: 45-60 minutes

SKILL INVENTORY

OBJECTIVE

To identify the talents and skills residing in members of the group — as a basis for deciding where the group can act effectively in the community.

When and Where to Use

No restrictions.

Materials

Blackboard and chalk, or newsprint and marker. A line down the middle separates one side marked "Individual" from the other marked "Group."

Procedure

The leader first asks the group to think about themselves and what each person does well. He then asks members to identify skills or talents that they or others in the group have as individuals. These are listed on the board. ("Are we being too modest?" he may have to ask.)

He then asks the group to identify skills or talents the group has **as a group** (for example, skills in building interpersonal relationships, teaching skills in athletics, etc.). These are listed on the other half of the blackboard.

The group then brainstorms ways that, using its skills, it could be significantly helpful in the community.

Variations

1. A specific community need or worthy cause or possible program could be named first. This is followed by the skill inventory, and discussion geared to that specific community program area. (This may restrict the group from listing **all** its skills. Leader should encourage a broad approach in the listing.)
2. An **interest** inventory could also be taken. "What are the kinds of services we would like to be able to provide?" could be asked. After listing these, the group could identify one or two as priorities and then brainstorm how they could obtain the necessary training to learn the skills.
3. After the Skill Inventory, the group could identify what **other** groups are like their own, who might therefore be possible collaborators.

Comment

This exercise has as a side effect some of the values of the Strength-Bombardment exercise (II-G3 page 107). It helps a group build its own self-image.

Resource III-E, 1:

GUIDELINES FOR COLLABORATION

This is a checklist for groups considering working jointly with other community groups or organizations. Dr. Ronald Lippitt from the University of Michigan identifies seven guidelines for agencies working in collaboration with other agencies. They also apply to groups working jointly:

1. Remember that "talk-sessions" usually "dead end" in postponement and inaction.
2. Identify a **specific** project to work on together.
3. Go into the meeting prepared to modify your own approaches or identification.
4. Begin with **everyone** who is to be involved in the act. ("If you want me with you at the landing, you had better take me with you when you blast off.")
5. Use outside consultants.
6. Be sure staffs (and leaders) are competent.
7. Be sure of your own agency's (group's) lay-support.

Resource III-E, 2:

COMMUNITY NEEDS CHECKLIST

Here is a broad list of categories of service which a community needs to provide its citizens.

CHECKLIST OF COMMUNITY SERVICE NEEDS

Child and Youth Service Needs (for children and youth up to age 16)

- Adoption services.
- Education services.
- Day care services - in the home.
- Day care services - in a center - for normal children; for special children.
- Nursery school.
- Foster family care.
- Services for one-parent families.
- Legal needs of children.
- Services for children with special needs - blind, retarded, orthopedic, emotionally disturbed, deaf, delinquent, neglected, dependent, social, drop-outs, special learning, disabled.
- Medical services such as immunizations, well-baby services, public health services, etc.
- Services to meet religious needs.
- Services to meet social needs (e.g., rural-urban conflict, interracial conflicts).
- Group home care services.
- Specialized educational services not covered by schools (sex education, drug education).
- Day camping services.
- Residence camping services.
- Small group (club, troop, class) character-building services.
- Physical education, athletic, and recreational services.
- Employment services for youth 14-16.

Young Adult Service Needs (See also the above; covers roughly 16-25 year olds, with single, employed young people, college students, older high school youth and young married couples included)

- Low cost housing.
- Unwed mothers services.
- Social programs, especially for single women.
- Half-way house (sheltered living) for those coming out of state institutions.
- Low cost recreation services.
- Employment services.
- Military service (draft) information services.
- International programs.
- Pre-marital counseling.
- Pre-college counseling.
- Vocational counseling.
- Dating services.
- Crisis services.

Family and Individual Service Needs

Emergency care - transients.

Emergency care for the homeless; disaster education and services.

Family counseling.

Individual counseling.

Homemaker and home health services.

Sheltered workshops and sheltered housing for handicapped and retarded.

Vocational training, counseling and placement.

Employment services for those out of work.

Rehabilitation services for those who cannot work.

Probationed offenders services.

Economic assistance to welfare families and individuals.

Economic assistance to marginal families and individuals (those just above the welfare limits).

Aid to travelers.

Aid to newcomers (social services).

Assistance to members of the armed forces and their families.

Consumer protection services.

Family planning services.

Legal aid services (e.g., ombudsman, post-divorce counseling).

Baby-sitting services.

Services for alcoholics, drug addicts, overweight, tobacco addicts, etc.

Education for expectant mothers and fathers.

Adult education services.

Family camping services.

Cultural services: art, choral and instrumental music, dance.

Family recreation, fitness and physical education services.

Crisis services.

Service Needs of the Elderly

Retirement planning services.

Sheltered living for the healthy in low-cost housing.

Companionship, shopping, laundry and light housekeeping help for those living alone.

Homemaker services at time of illness; home health aid.

Legal aid.

Consumer protection and education.

Recreational programs to deal with the problem of the imbalance of men and women.

Group services for senior citizens (Center).

Handy-man services.

Meals on wheels services.

Telephone reassurance services.

Residential services for the homebound and infirm.

Services Needed Regardless of Age

Transportation to be able to use services.

Funds to be able to use (most) services — Are services REALLY available to individuals and families above the welfare level economically, yet with low income?

Getting information on available services distributed.

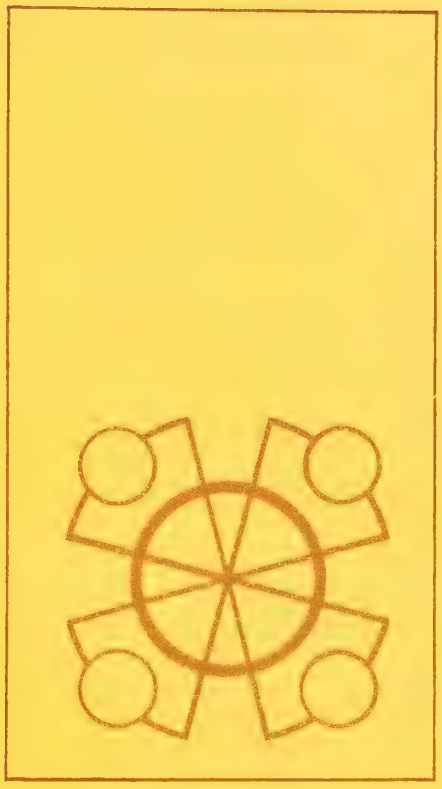
Identification and referral of people with needs for the services.

Testing, evaluation and analysis to determine service needs of individuals and families.

Health services - hospital in-patient and out-patient; health education and research; blood donor services.

Community welfare planning and research.

Recruiting and training volunteers — matching individuals and groups to need.



Helping The Group To Be More Effective As A Group

The concept of "group" is troublesome to some people, apparently because they consider "the group" as something detrimental to the interests and well-being of "the individual." This is an unfortunate and unrealistic view of the relationships in which most (if not all) persons find themselves. The facts are that all of us, in varying degree, exist and function in a variety of group situations — the family, the club, the classroom, the union, the staff, the association, and so on to the limits of our experience. In fact, if we are to "find ourselves as individuals" it is necessary and inescapable that we do so in a group setting; that is, in relationship to other people.

Critics of "the group" fail to make one important distinction, simply that groups differ. Some are good; some bad. Some are mature; some immature. Some are effective, others less effective; some perhaps ineffective. Not to recognize the existence of such distinctions leads to false assumptions like the one that ". . .groups suppress individuality" or the equally falacious assumption that **any group** is conducive to individual growth and development.

The training units in this chapter are designed to deal directly with the issue of group effectiveness. What competencies are required to help a group to be more effective and thereby more likely to meet the needs of its several members? Seven areas of knowledge and skill are suggested and supported by training exercises. However, it is well to be reminded that very few group leaders can be expected to "master" all of these competencies at the same high level of achievement. Each leader and his group can benefit most from training in the competency area where **they** feel the greatest need.

Growth for groups, like individual growth, is a slow, sometimes painful, but always necessary process. But who is to argue the satisfaction that growth can give?

Competency IV-A:

KNOWLEDGE OF THE STAGES OF GROUP DEVELOPMENT AND THEIR CHANGING DEMANDS

Competency Description:

Groups are not born into full maturity. Like individuals, they grow through stages of development. Some groups find it difficult to mature and tend to stay at the beginning stage. Others reach maturity and after being at peak performance begin to diminish in effectiveness. It is important for the group leader to understand these stages and their changing demands so that he can gear his leadership to the group's needs at any given stage of development.

Training Exercises for This Competency

1. **Stages In Group Growth**
2. **Group Maturity**

Resources for This Competency

1. **Inclusion, Control, And Affection In Groups**
2. **Stages Of Leader-Group Relationship**

Design of a Training Unit

The primary purpose of this unit is to help leaders and members to become more observant of what is occurring in the group so that their behaviors can be adjusted to the stage at which the group is functioning. If members are demonstrating inclusion needs it is unrealistic to expect high productivity on a task requiring cooperation.

Following the exercises it would be productive to have the group discuss the things they need to do, based upon their observations. Again, this is a continuing process that may need to be repeated at intervals throughout the life of the group.

Exercise IV-A, 1— Time: up to 2 hours or may require 2 sessions

STAGES IN GROUP GROWTH

OBJECTIVE

To provide group members a framework for understanding their group and its various stages of growth.

When and Where to Use

Use with a group which is mature enough to think conceptually about the group as an entity and how it can change over time.

Materials

Copies for each member of . . .

—**Inclusion, Control, And Affection In Groups**

—**Observation Guide For Group Behavior**

Procedure

1. Describe and discuss the function of using a frame of reference for looking at group life.
2. Distribute copies of **"Inclusion, Control, And Affection"** and discuss the three key concepts.
3. Have the members "walk through" an application of the concepts to the group.
4. Distribute copies of **"Observation Guide For Group Behavior,"** and discuss it briefly.
5. Ask each member to try to apply the frame of reference to the group he is working with. He should be free to work at this in any way he wishes, using the observation schedule or not.
6. After members have had the opportunity to apply the frame of reference to their own group spend a session (or part of one) sharing how it went and dealing with questions.

What happens from this point on depends upon how useful the members feel the process to be and their willingness to internalize it.

Resource IV-A, 1:

INCLUSION, CONTROL, AND AFFECTION IN GROUPS

This version of group growth was developed by William C. Schutz. The following description has been adapted from his book, **The Interpersonal Underworld.**

The key terms are Inclusion, Control, and Affection. Groups start with Inclusion concerns, then move into Control and then to Affection. The cycle then starts over again but at a different depth or level. When the concerns of one phase are sufficiently resolved for the group to have energy for other things, it will then move on to the next phase. Each time it returns to a particular phase it goes deeper. When a group ends, the final sequence is Affection—Control—Inclusion.

Following is a description of Inclusion, Control, and Affection as stages of group development. Each phase has been dichotomized into **adequate,** meaning that the level of group concern is such that the group can function in ways satisfying to members, and **inadequate,** meaning that a lack of resolvement is impairing the ability of the group to function optimally.

Inclusion Adequate:

The group's attendance will be high. Asbent members will be kept informed. Members will anticipate meetings and activities. Individual needs will be recognized and accepted. Participation will be general. Good interaction and attention will be evidenced. Group will have a fairly clear idea about its goals. Group will be committed to shared goals and work cooperatively for their attainment. There will be group loyalty and group feeling. All members will be accepted.

Inclusion Inadequate:

The group's attendance will be poor. Members will seldom arrive on time. Absent members will not be told of the place of the next meeting or of the events of the meeting they missed. Some members will feel excluded. Members will not care if the group meets. There will be little interaction. Participation will be uneven. Club will lack clear goals. Members may have trouble cooperating. There will be little action. Individuals needs will not be recognized. Membership will have little meaning. There will be little group feeling. There will be a lack of confidence.

Control Adequate:

Decision-making processes will be clear. Conflict will be accepted and dealt with openly. Leadership roles will be shared. Power will be distributed. Structure for the sake of controling will not be necessary. Group will follow through on decisions. Much bargaining will take place. Group will be productive. Group will accept responsibility for their actions. Cooperation will be high. Members will respect each other.

Control Inadequate:

Decision-making processes will be poor. The power struggle will be constant and debilitating. Leadership will be lacking. Group will be highly competitive and critical. There will be constant infighting. Individuals may be irresponsible and dependent. Confusion will reign. Decisions will be imposed. There will be indiscriminate opposition. A few members will tend to dominate. Group will often be deadlocked. Some members will be passive and restrained with little will to achieve. Group will tend to be highly structured.

Affection Adequate:

Communication will be valid (i.e., open and honest). Feelings will be expressed. Members will accept feedback. Members will trust each other. There will be liking of each other and members will have the freedom to be different. They will be receptive to new ideas and change. Members will have a feeling of closeness. They will share. There will be reciprocity and support. They will gain satisfaction from membership and group life in and outside of the meetings. Members will be friends.

Affection Inadequate:

Communication will be limited. Exposure will be almost non-existent. Members will withhold feedback. Members will not trust each other. Few members will have close friends in the group. Social distance will be evident. Some members will dislike others. Deviency from the norm will be objectionable. Members will be hostile toward new ideas. Many will feel rejected. Selfishness and jealousy will be open. Much dissatisfaction will be expressed about the group.

Credit

William C. Schutz, **The Interpersonal Underworld,** New York, Holt, Rinehart and Winston. Out of print but available in the libraries.

OBSERVATION GUIDE FOR GROUP BEHAVIOR

Dimension	Extent Evidenced
Inclusion	
Attendance	L A H
Communication to absent members	L A H
Member's anticipation of meetings	L A H
Recognition of members	L A H
Acceptance of members	L A H
General participation	L A H
Clear goals	L A H
Commitment to goals	L A H
Groupness or cohesion	L A H
Autonomy of members	L A H
Control	
Cooperation	L A H
Decision-making process	L A H
Adequacy of decision-making process	L A H
Conflict dealt with openly	L A H
Shared leadership	L A H
Follow through on commitments	L A H
Productivity	L A H
Responsibility for actions	L A H
Ability to do what it wants to do	L A H
Functional structure	L A H
Respect for members	L A H
Achievement motivation	L A H
Affection	
Mutual trust	L A H
Friendship among members	L A H
Feeling of closeness	L A H
Willingness to share	L A H
Members are valued	L A H
Members give constructive feedback	L A H
Expression of positive feelings	L A H

"L" = low

"A" = average

"H" = high

Exercise IV-A, 2–

Time: Part of two Sessions

GROUP MATURITY

OBJECTIVE

To have the members assess their group in terms of group maturity scales.

Comment

Group maturity connotes a **direction** rather than a **stage** of development. It is a useful way of assessing how well the group is succeeding in being a group.

When and Where to Use

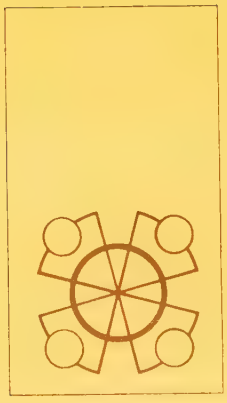
Use with any group with some readiness to work at the problem of becoming.

Materials

Copy of **Group Maturity Rating** on the next page for each member.

Procedure

1. Distribute copies of the Group Maturity Rating to each member of the group.
2. Discuss the meaning of each item, giving particular attention to how to assess it.
3. Have the members apply the rating to the group. Share and discuss the results.
4. Have volunteers apply it to their own groups after the meeting.
5. At a later meeting share and discuss.
6. Ask the group to suggest ways to modify the rating to make it more appropriate for their own group.
7. Suggest that, used over time, the rating helps to delineate group problems.



Group Maturity Rating

	RANK				
	Low				High
	1	2	3	4	5
Deals openly with conflict	____	____	____	____	____
Has climate for growth	____	____	____	____	____
Can organize itself to do what it wants to do	____	____	____	____	____
Has appropriate leadership	____	____	____	____	____
Uses the resources of all its members	____	____	____	____	____
Has a clear and shared image of its goals	____	____	____	____	____
Organization is appropriate to goals	____	____	____	____	____
Evidence of concern for the welfare of its members	____	____	____	____	____
Has appropriate and adequate decision making procedures	____	____	____	____	____
Assigns responsibility broadly	____	____	____	____	____
Has a sense of priorities	____	____	____	____	____
Evaluates periodically	____	____	____	____	____
Has adequate problem-solving process	____	____	____	____	____

Resource IV-A, 2:

STAGES OF LEADER-GROUP RELATIONSHIPS

The relationship of a group to its leader goes through a series of stages. There are two primary stages, each with three phases:

I. DEPENDENCE, with phases: over-dependence, counter-dependence and independence.

II. INTERDEPENDENCE, with phases: enchantment, disenchantment, and consensus.

I. – DEPENDENT STAGE

a. **Over-dependence**

Over-dependence may be seen clearly at the beginning of a group's life. Members see **authority** residing in the person of the chairman, leader, teacher or trainer. Some members demonstrate over-dependence in the way in which they relate to the leader (authority). Although this may be seen more clearly when a group meets, this does not mean that it only happens when a new group meets. It may happen when a group takes upon itself a new task or a new leader, some new members, or at many other times.

b. **Counter-dependence**

Counter-dependence may be seen more clearly as that which follows the beginning or Over-dependent phases in a group's life. It is a phase which demonstrates growing pains – like the adolescent who is dependent, i.e., must live in this house, have these relationships with authority, BUT doesn't like it, and acts counter to the authority he experiences by doing the opposite of what Father suggests – or at least does some sniping, side-swiping or withdrawal. This is the phase, whenever it occurs, when rebellion against authority takes place. Those in rebellion **now** speak more, sub-group and support each other intensely. They hold the floor, they lead . . in battle or in withdrawal. They are referred to as fight commanders or flight commanders. If they fight, others may try to fly from conflict. If they fly, it may be to set up a camp outside the situation to exert pressure against it.

c. **Independence**

Here, the group is disenthralled with the leader. If authority does not exist in the **person** of the leader, chairman, teacher, trainer, where does it exist? It is in ourselves! Authority is always with us. When, as leader and members, we discover leadership as a function rather than as a person, we also internalize authority, make it **ours.** It may be his or hers at any moment, but **we** are RESPONSIBLE. It is in us. How do we discover this? Through the unconflicted, unfragmented member or members of the group who see forces pulling and tugging, recognize a dynamic tension and act. They are independent of the Leader-follower constellation. They are independent of the thrust or Counter-dependent group. This member or these members are able to see both, feel the ship roll from side to side and act in the tension. This phase may be seen as following the emergency of the Counter-dependence phase at the next meeting, or thirty minutes later, or may seem to begin here. The independent members are able to express themselves more, are influential in the group, and tend to induce, by their example, behavior of members and the leader that responds to each person's internal authority. Sub-groups fuse, authority exists as a climate, not concentrated on any single individual or sub-group.

II. – INTERDEPENDENT STAGE

a. **Enchantment**

In this phase all the members feel enveloped in the secure warmth of authority as it is passed around freely and with generosity. Everyone feels he has it. There is satisfaction. A feeling of affirmation for behavior exists. Everyone is caught up in a kind of "we" feeling. The word is "groupy" and it is a climate that is even more strongly perceived by those on the **outside** of the group.

b. **Disenchantment**

This phase begins with expectancy. As a result of the enchantment, having arrived as a group, we have fantasies of great things . . We will be able to do anything . . The experience is precious . . Very precious indeed . . Extremely precious in fact. I hope nobody has loused it up. We arrive at the next meeting. Expectant? Yes. BUT also on guard. Will all keep it precious as I do? Will others treat it with respect, be careful with what we have? How will we

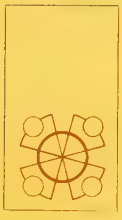
be today—or the next hour? The climate is distrust.

c. Consensus

This phase is seen as a reality phase. We have faced our distrust and now there is a real understanding and acceptance of members, leadership and authority. There is awareness of responsibility. There is the acknowledgment of strength and weakness. There is freedom to interact, to question, to struggle. There is the awareness that standards have emerged and they are "run up the pole and saluted." There is freedom for change, but there are realistic limits to this freedom. And there are individual, maintenance, and task needs which make their demands. There is work, hard work. There is health here, but not surgery. This is orderly; we know because we test it. We even carry tasks through to consensus. We agree. We have closure of a task and are free to go on to the next task. We may not do all, but we do what we can, be what we are able to be. We are able to respond and are responsible.

Reference:

This typology has been developed by several individual trainers working from a National Training Laboratory background. What is reported here is a paraphrase of their concepts.



Competency IV-B:

SKILL IN HELPING MEMBERS IDENTIFY, DEVELOP AND MAINTAIN GROUP STANDARDS

Competency Description:

Group standards, or norms, are those ways of behaving which a group develops over time. Some standards such as attentive listening, decision by consensus, sharing of responsibility, help the group to function efficiently. On the other hand, members are sometimes unaware of practices which may not be helpful. When they become aware of such practices they usually improve their standards of working together.

Training Exercises for This Competency

1. What I Like
2. Clarifying Standards Of Participation
3. Our Growing Group
4. Serving Member And Group Needs

Design of a Training Unit

Exercise No. 1 is a sort of "warm-up" exercise that should encourage members to examine group progress and member behavior objectively. Exercises No. 3 and No. 4 require members to fill out rating forms. It is important that members see the connection between these ratings and how they are used in the group. It may not be necessary to include both in a unit of training.

Exercise IV-B, 1– Time: 15 minutes

WHAT I LIKE

OBJECTIVES

1. *To encourage expression of member likes and dislikes about the group.*
2. *To produce feeling data for group discussion.*

When and Where to Use

With any group that has had six-eight meetings together.

Materials

None

Procedure

1. **The leader comments:**

   This group has been meeting together for some time. Often it can be helpful to look at our experience together. Let's go around the group and have each person express his feelings on the subject of our group. If your feeling is similar to that of someone else, we still want you to express it. We want to hear it in your own words.

   There will be no discussion about anyone's statement during this go-around. You will have a chance to comment later.

   a. What do you like about our group?

   b. What one thing would improve our group most?

2. After each person in the group has expressed himself once, go around the group once more and let each person who wishes to make a comment, either on something someone else said or to add to what he said earlier.
3. Discussion and summary.

Exercise IV-B, 2– Time: 30-45 minutes

CLARIFYING OUR STANDARDS OF PARTICIPATION

OBJECTIVE

To clarify member expectancies of participation of one another.

When and Where to Use

After the first few meetings.

Materials

Copies of the form **"Clarifying Our Expectancies Of One Another"** for each member. Newsprint and markers.

Procedure

1. Have the members work in pairs in filling out the form. This will cause them to think through their answers more thoroughly. Pass out forms.
2. Have two pairs (four members) meet together to talk through their differing points of view or other agreements.
3. Affix to wall newsprint sheets marked attendance, absence, programs, service projects, money raising, other activities.

   Have reports from each group recorded on newsprint. Arrive at consensus, if possible, on each newsprint before going on to next.
4. Summarize when completed.

1. What standards of attendance do we expect of members at regularly scheduled meetings?
2. What, if any, would be considered valid reasons for absence?
3. What participation do we expect of members?
   a. In participating in making group decisions
   b. In participating in programs at meetings
   c. In participating in service projects outside meetings
   d. In participating in money raising activities of group
   e. In participating in other group activities, such as athletics or socials
4. What else do you have on your mind that you would like to express?

Exercise IV-B, 3– Time: 45-60 minutes

OUR GROWING GROUP

OBJECTIVES

1. *To help a group get a picture of the perceptions of the members about its growth.*
2. *To help the member gain some understanding about the range of growth of a group.*

When and Where to Use

After a group has had six-eight meetings.

Materials

Copies of the **"Group Growth Scale"** on the next page for each member. Newsprint and markers.

Procedure

1. **The leader comments:**

   From time to time it may be helpful for the group to check how it seems to be developing and growing. With this data, we can examine if we are growing as we wish or if there is some place we want to strive for improvement.

   There is a form that will enable us to check on our growth. Each member is asked to fill it out – working by himself. (Distribute form.)

   While members are marking forms, post two newsprint forms, on each of which five columns are drawn, each numbered according to the form for tabulation of the answers to the eight questions.

2. In groups of 10 or 12 members, the members may be asked to move to the newsprint as they have finished marking their form and to record their response. Where groups are larger, extra forms may be posted, or leader may call for tabulation by a show of hands.

   Step two is a collection or tabulation of the data.

3. Discuss each item.

   a. The range of feelings

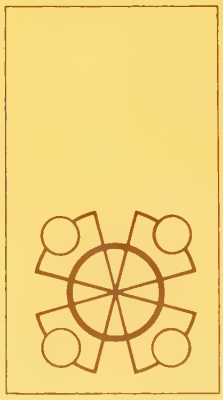
   b. What may be causing the range

   c. What we would like the feeling of each member to be

   d. How progress could be made in the new growth objective

4. If desired, item (d) above could be assigned to work groups of four-five after all items are discussed. These would then be reported.

5. Summary of agreements.



Group Growth Scale

Place a mark at the number that most accurately describes your feeling.

1. How clear are the group goals?

1.	2.	3.	4.	5.
No apparent goals	Goal confusion, uncertainty, or conflict	Average goal clarity	Goals mostly clear	Goals very clear

2. How much trust and openness in the group?

1.	2.	3.	4.	5.
Distrust, a closed group	Little trust defensiveness	Average trust and openness	Considerable trust and openness	Remarkable trust and openness

3. How sensitive and perceptive are group members?

1.	2.	3.	4.	5.
No awareness or listening in the group	Most members self-absorbed	Average sensitivity and listening	Better than usual listening	Outstanding sensitivity to others

4. How much attention is paid to process? (The way the group is working?)

1.	2.	3.	4.	5.
No attention to process	Little attention to process	Some concern with group process	A fair balance between content and process	Very concerned with process

5. How are group leadership needs met?

1.	2.	3.	4.	5.
Not met drifting	Leadership concentrated in one person	Some leadership sharing	Leadership functions distributed	Leadership needs met creatively and flexibly

6. How are group decisions made?

1.	2.	3.	4.	5.
No decisions could be reached	Made by a few	Majority vote	Attempts at integrating minority vote	Full participation and tested consensus

7. How well are group resources used?

1.	2.	3.	4.	5.
One or two contributed, but deviants silent	Several tried to contribute, but were discouraged	Average use of group resources	Group resources well used and encouraged	Group resources fully and effectively used

8. How much loyalty and sense of belonging to the group?

1.	2.	3.	4.	5.
Members had no group loyalty or sense of belonging	Members not close but some friendly relations	About average sense of belonging	Some warm sense of belonging	Strong sense of belonging among members

by Gordon L. Lippitt and Edith W. Seashore

Exercise IV-B, 4— Time: 45-60 minutes

SERVING MEMBER AND GROUP NEEDS

OBJECTIVE

To enable members to look at both member and group needs.

When and Where to Use

After six-eight meetings of a group. It is desirable to use some exercise such as 2 or 3 before this one.

Materials

Copies of form on **"Serving Member And Group Needs"** page 148 for each member of the group. Newsprint and marker.

Procedure

1. **The leader comments:**

   This is another form through which we can examine our experience in the group. Each person is asked to mark this form, working alone. (Pass out form.)

2. Feed results back to newsprint by recording the range of responses on each item. When all responses are recorded to the ten items, start discussion with number one.

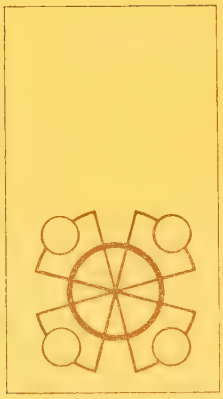
3. Discussion should consider

   a. The range of feeling

   b. The importance of that feeling to the group

   c. What the group can do to improve

4. Summary



Place any number from "1" to "9" before each statement to indicate how **you** behaved in the group in regard to each expectancy. Number "1" is low; number "9" is high.

GROUP EXPECTANCIES OF THE MEMBERS

. . . **1.** Members are expected to express themselves clearly and openly. They are expected to share their feelings as they can.

. . . **2.** Members are expected to identify with group problems and to contribute to group solutions. Members are expected to support group decisions unless their inability to do so is expressed.

. . . **3.** Members are expected to share in the leadership and to carry responsibilities requested by the group according to their judgment of the members' abilities.

. . . **4.** Members are expected to behave in ways that enable the group to get its work done.

. . . **5.** Members are expected to be loyal to other members and to basic group goals but are free to criticize constructively any member or group behavior or action.

MEMBER EXPECTANCIES OF THE GROUP

. . . 6. Members expect the group to accept them as they are and to encourage them to grow in independence and interdependence.

. . . 7. Members expect the group to support a climate where each person feels free to express feelings, to agree or disagree, or to expose feelings counter to the direction the group is going.

. . . 8. Members expect freedom to refrain from supporting decisions with which they disagree after expressing their reservations.

. . . 9. Members expect the group to listen and to try to understand what they say.

. . . 10. Members expect the group to make reasonable effort to integrate their personal needs into the group program. Members will expect to gain as well as give.

Competency IV-C:

SKILL IN GROUP PROBLEM SOLVING

Competency Description

Any difficulty which a group may be experiencing can be stated in the form of a problem. A problem, when clearly stated, becomes something which can be worked upon and for which solutions can be developed. All groups have problems and it is good use of time for the group to work at improving the ways it goes about solving them.

Exercises for This Competency

1. **Charting The Problem-Solving Sequence**
2. **Identifying The Problem**
3. **Stating The Problem**
4. **Using Creativity For Problem-Solving**

Resource for This Competency

Review:

Inter-Group Problem-Solving In Conflict Situations
(Resource II-E, on page 91)

Design of a Training Unit

Following the first exercise, it will become apparent that the other exercises, No. 2 through No. 5, represent steps in the problem-solving sequence. The training unit will be strengthened if exercises are experienced in this order. The entire unit will of course extend over several sessions. The unit can be expanded by adding Exercises III-A, 4, **Force Field Analysis** and IV-F, 3, **Planning For Change.**

Exercise IV-C, 1— Time: 40-60 minutes

CHARTING THE PROBLEM-SOLVING SEQUENCE

OBJECTIVE

To stimulate members to an awareness of a sequence in problem solving.

When and Where to Use

This exercise may be used to introduce the problem solving procedure after a group has met often enough to become an effective working group.

Materials

Copies of **"Seven Steps in the Problem Solving Sequence"** for each member.

Procedure

1. Pass out copies of the **"Seven Steps"** to all the members.
2. Review sequence with the members.
3. Take a local situation problem where all might contribute through using these steps, or
4. Divide members into groups of 10-12. Have half the group in inner circle discuss a simple local problem making an effort to follow the steps.

   Have the other half in the outer circle chart the sequence of the discussion, using the "Form for Charting a Problem Solving Discussion."
5. Reverse groups and discuss another problem.
6. Collect both charts and reveal the recording to the total group. Discuss the difficulties in following the sequence.

The leader comments:

It is a common tendency to jump from the first identification of the problem directly to solutions. Sometimes we don't even work at the real problem. A good solution to the wrong problem can be of little help. More time is usually needed in clarifying the problem and in developing and testing alternatives. The more critical the problem the more time is needed in clarifying and in developing and testing solutions.

There are some variations in descriptions that are used for the steps in the problem solving sequence but the following sequence describes the process commonly proposed. This sequence uses seven steps.

Step 1
Identifying and clarifying the problem

This involves becoming aware of the problem, clarifying what seems to be involved and locating where the difficulty is.

Step 2
Stating the problem in the form of a question (in a way that people can work on it).

This involves stating the real problem, which is a difficult task. If it is a complex problem, it may need to be diagnosed through use of the force-field analysis (see Exercise III-A, 4—page 115).

Step 3
Gathering facts and information relative to the problem

This involves the gathering of data that is needed to work on the problem.

Step 4
Developing Alternative Solutions

This involves examining various ways the problem might be solved.

Step 5
Selecting the best solution

This involves choosing from among the alternative solutions. A rating of each solution in this scale will be helpful.

Step 6
Assigning responsibility to implement solution

This includes who is in the best position to secure favorable response.

Step 7
Evaluating the results

This involves getting feedback on the effectiveness of the solution.

Chart the problem solving discussion by placing a pencil at the cross in column 1. Move the pencil in zig zag of ¼ inch as long as discussion continues in that column. Move back and forth to other columns as required.

Identifying and Clarifying	Stating the Problem	Gathering Facts Information	Developing Alternative Solutions	Selecting the Best Solution	Assigning Responsibility for Action	Evaluating the Results
EXAMPLE: Place pencil on cross and continue x						

Exercise IV-C, 2— Time: 45-60 minutes

IDENTIFYING THE PROBLEM

OBJECTIVES

1. *To help members experience the difficulty of identifying the problem.*
2. *To help members see that any situation is multi-determined.*

When and Where to Use

When the group is in need of practice in this skill.

Materials

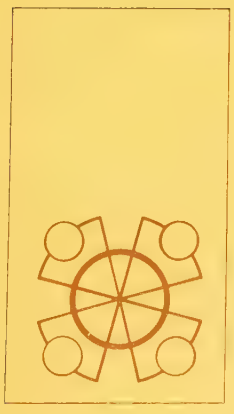
Copies of **"The YMCA In Middletown"** for each member, page 153. Newsprint and markers.

Procedure

1. **The leader comments:**

   Although we often shortcut the problem solving process, we sometimes work at the wrong problem. How can we determine on what we shall work? This exercise is to help in identifying the problem and in developing a pattern for group-problem solving.

2. Distribute copies of **"The YMCA In Middletown."** Work in pairs to develop a statement of the problem the new executive faces and write it in question form on newsprint large enough for all to see.
3. Have each pair post their newsprint and state why they stated their question as they did.
4. There will probably be a variety of questions and this is normal for any complex situation that is multicaused.
5. Have the members discuss the different statements until they come to a consensus on what the critical problem is in this case.



The Middletown YMCA in Center County was serving a population area of 500,000 with a modest program out of a Central comprehensive building and two community centers when the executive retired. A driving, personable young man in his mid-30's was called to be his replacement. He met some of the new younger executives in the community who believed the community was ready to move ahead so he accepted the position.

Within two years he had these young executives on the Board with him and had won the confidence of the leaders of the business community, especially the General Electric Company, the Steel Co., the major manufacturing plant, and the leading bank. Within four years he had brought in five new staff people. He selected driving young men like himself, promised them a free hand to develop their assignments, and let them go to work. The new men were a Camp Director, a High School Youth Director and three Inner-City Workers. These were added to the staff, which included a Youth Executive in the building and two men in Physical Education, one in the gym and one in the pool. The one-man staff in each community center remained. In addition to the staff changes he had borrowed $300,000 to sharpen up the central building's appearance and to add a health club. These decisions were made by him and the Board.

The Camp Director went all out at his task. He knew camping and believed in the values it could bring into a boy's life. He took the present camp, inadequate as it was, and made it into a site for wilderness camping with strong leadership. He developed a Camp Board of Directors and got them to subsidize the leadership. In the winter months he started to develop Indian Guides to build future campers. He started a Fathers Club that had meetings outside the YMCA so the men could feel more at home.

On the Camp Committee was a Foundation Chairman. This Foundation had a large resort hotel 50 miles away which was used as a vacation center for industrial workers rather unsuccessfully. This Chairman was so impressed with the Camp Director that he persuaded the Foundation to offer to build a new camp on the 1,000 acre mountain top and donate this, along with the hotel. The Camp Director would operate it. The total gift was over a million dollars. The YMCA couldn't say No.

The Director of the High School Program was a natural for these youngsters. He identified with the youth with his long hair, and soon had a Youth Board of Directors in each of the three larger high schools. They had coffee houses, rock bands, communication groups, happenings and were swinging all over the community. He also had developed a sponsoring committee of wealthy adults who helped subsidize the program. There were no youth fees but they paid dues at the coffee houses and contributed through money-raising projects.

The Inner City workers found getting started more difficult. Two left in the first year but were replaced. A government project was developed and funded. There was finally a Street Counselor, an Employment School, and Child Care Center.

The building centered program under the former youth staff continued about the same. There was little change. No work was being done in the community.

The physical education program expanded slightly. The new executive had included a Health Club in the early renovations. He had made all the decisions and handed it over to the Physical Director who accepted the additional assignment but gave it little supervision.

By the end of the tenth year the Camp was nationally known. Camp was filled each year by March 1. There was International Camping, Canadian Canoe trips, Hiking Caravans, etc.

The hotel for vacationing workers was not paying, so the Camp Board demolished it with the Foundation's approval. The Father's Club had over 1,000 members and provided any camp subsidy needed. Camp now took the Director's full time so that the Indian Guide program of 60 tribes was passed to another staff member.

The Director of High School Youth was still popular with teenagers. His program was criticized more by adults but the youth were with him. He was involved in change, protests, drug abuse, employment. His adult Board continued to support and finance him. He was

in demand from other communities to tell about his program and his way of work. He wrote a great deal and was widely quoted. In some respects his fame was growing more outside the community than within the community.

The Building Youth Program continued about the same. The 60 Indian Guide tribes that had been given to the Youth Director dwindled to a struggling six.

The physical education program engaged in more athletic leagues and Inter-Y competition than formerly. The Executive had to take over the promotion and supervision of the Health Club. This was full and booming.

Government Funds were no longer available so the Inner-City program was dropped.

The Community Y Centers were still operating as they had ten years earlier.

In the community, two new olympic pools had been built, reducing and slenderizing gyms were opening and closing. Population was growing in the county but not within the city. Shopping centers were growing.

Staff meetings were seldom held as a group. The staff had very little to do with each other. They didn't make any effort to communicate. The Camp Director had moved to camp and found it difficult to attend staff meetings. The Executive had adopted a practice of meeting each person individually each month if he found time.

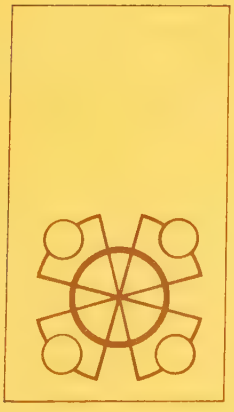
An opportunity came for the Executive to move. He decided the new community was more ready to move than Center County.

A new Executive was sought for Middletown and Center County. The Camp Director and High School Youth Director were the only ones interviewed, of the present staff. A new Executive was employed from the outside. He is about to have his first meeting with the staff. What is his problem? State it in the form of a question.

Reference:

Leadership Resources Inc., 1750 Pennsylvania Avenue N. W., Washington, D. C. 20006.

The Leader Looks at Decision Making - David S. Brown



Exercise IV-C, 3– Time: 15-20 minutes

STATING THE PROBLEM

OBJECTIVE

To help members discover how stating a problem in different ways may uncover the solution.

When and Where to Use

This exercise may be used in the problem solving sequence as an illustration of Step 2.

Materials

Two pieces of string and a small object of some weight (such as pliers).

Procedure

1. Suspend two strings from the ceiling and hanging free. Have the strings long enough so they can be tied together but far enough apart so a person can't reach the second string when he has hold of the end of one string. (Two eight-foot strings hung 15 feet apart should do it.)

2. **The problem.** The problem is for one person to tie the ends of the two strings together with no tools to help other than the pair of pliers.

   State the problem in the form of a question such as

   How can I reach the other string?

3. Working in pairs have each pair come up with a question. Have them report their question.

   Repeat. Keep working in pairs until a question is developed which in itself suggests the solution.

   This question is – "How can I make the other string reach me?"

   If the problem is instantly solved before questions have been formulated (as could happen with some mechanically minded member) the leader may go on to explain that such a person has intuitively, in his mind, posed the question. If you were to ask him to explain how he arrived at his solution, he is likely to explain it in terms of a question that had instantly formed in his mind.

4. As quickly as they phrase the problem this way, they see that this can be accomplished by tying the pliers to the end of the other string and giving it a swing. While it is swinging, they can get the first string and then catch the pliers.

5. When facing a problem which has been clearly identified, it is usually helpful to develop a number of questions as statements of it. Often these open the way to solutions.

Exercise IV-C, 4— Time: 25 minutes

USING CREATIVITY FOR PROBLEM-SOLVING

OBJECTIVE

To demonstrate how, through stimulating creativity, a range of alternatives can be developed in dealing with a problem through the step of the problem solving sequence.

When and Where to Use

As an illustration of step 4 in the problem solving sequence.

Materials

Newsprint and markers.

Procedure

1. Identify some problem that could be given to the group, such as—

   "How can we improve the receptacle for receiving outgoing mail on our street?"

2. Brainstorm for five minutes—as a group.

3. Divide members into twos and threes and have each sub-group work on one of the following ways of getting new ideas for ten minutes. Have each group identify what they consider to be their best idea and have it reported and recorded on newsprint. These ideas recorded on newsprint become the material for the next exercise.

DEVELOPING NEW IDEAS

a. MAGNIFYING—

   What kind of letter box would you design by making it larger?

b. MINIFYING—

   What design ideas occur to you if you think of making the box smaller?

c. REARRANGING—

   Supposing you change the place of the opening, the place where signs are posted? Change where you would fasten the box—three feet from the curb instead of at the curb, etc.

d. ADAPTING—

   What about using something different, adapted from some other usage. This might be a tube with a suction device that pulls the letter from your fingers as soon as you get it near the opening.

e. SUBSTITUTING—

   Is there some other way entirely, of getting mail deposited, than a letter box? A slot on the pavement, leading to a sunken cylinder?

f. REVERSING—

   Imagine the box turned upside down. What design ideas occur to you? Imagine the lever being pushed inwards, instead of pulled out.

g. COMBINING—

   Use two boxes side by side — one to receive letters — one to have flyers that town residents can help themselves to, instead of requiring postmen to deliver these by mail.

h. PUT TO OTHER USES—

   Imagine the box to contain sections for purchasing stamps, for making use of a pencil on a metal chain and note paper retrievable at one cent a sheet, in case the pedestrian suddenly thinks about a note he must jot down. How about using the lower half as a Suggestion Box for citizens to address the Town Council?

i. IMAGINING YOURSELF A LETTER—

   Imagine how you could be handled in such a way that you would get yourself to the receiver in the most efficient, satisfactory manner.

Thus you see how you can stimulate the flow of new ideas by using some of the above nine processes. Add others as they occur to you.

Variation

The group may use the "letterbox" problem merely as an illustration and work on a problem of their own choosing.

Exercise IV-C, 5— Time: 20 minutes

SELECTING THE BEST SOLUTION

OBJECTIVE

To help members consider the factors in selecting the best solution to a problem.

When and Where to Use

This exercise may be used in the problem solving sequence as an illustration of step 5.

Materials

Newsprint and marker.

Procedure

1. Draw a chart on the newsprint similar to that under step 5 in the problem solving sequence.

Impractical to implement			
Some difficulty in implementing			
Easy to implement			

2. Number the solutions secured in exercise 4 and listed on the newsprint and distribute them by number in the most appropriate boxes.
3. Select the most adequate solution in relation to the ease with which it can be implemented.

Competency IV-D:

UNDERSTANDING THE EFFECTS OF COOPERATION AND COMPETITION IN GROUPS

Competency Description

Competition, both planned and unintended, occurs frequently—between members, between sub-groups, or between groups. Most of the time competition reduces the effectiveness of the group. Cooperative experiences also occur and these enhance group life and productivity. An understanding of these forces can be helpful in building a more effective group.

Training Exercises for This Competency

1. The Five Square Exercise
2. NASA Exercise: Seeking Concensus

Resource for This Competency

1. Producing And Reducing Hostility

Design of a Training Unit

Each of the exercises is a unit by itself. Each illustrates the effects of both cooperation and competition. In addition, No. 2, the NASA exercise demonstrates the relative efficiency of individual and group effort.

Exercise IV-D, 1– Time: 90 minutes

FIVE SQUARE EXERCISE

OBJECTIVE

To experience and analyze cooperative behavior in solving a group problem.

When and Where to Use

Groups just beginning to work together and groups in which there is an absence of cooperation will find this exercise meaningful.

Materials

Blackboard, chalk, eraser. Individual tables for five people. One set of INSTRUCTIONS for each five persons and one for the leader. One set of SQUARES for each five persons.

Tables should be arranged in advance with groups of five chairs around them with a packet of the necessary materials on each table. The tables should be placed far enough apart so that the various groups cannot observe the activities of the other groups. The members then take chairs as they enter. If this is not practicable, tables and chairs may be arranged after the leader's introduction.

Procedure

One copy of the Instructions should be available at each table and the leader should have one. The instructions state: In this package are five envelopes, each of which contains pieces of cardboard for forming squares. When the leader gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him a perfect square of the same size as that held by others.

Specific limitations are imposed upon your group during this exercise.

1. No member may speak.
2. No member may ask another member for a card or in any way signal that another person is to give him a card.
3. Members may, however, give cards to other members.

The leader then gives the signal to begin. By observing the groups at work, he will collect data which will be useful for raising questions during the discussion to follow. (Other leaders present may help monitor, and if there are surplus participants they may act as observers. It is usually necessary to monitor the tables to reinforce the rules which have been laid down in the instructions.)

When several groups have solved the problem or the maximum allowable time has elapsed, the leader calls time and engages the group in a discussion of the experience.

Discussion

This exercise involves so much interest and feeling that the group discussion usually carries itself, though the leader may need to guide the focus of comments or may wish to add points from his own observations. (He may allow the groups to discuss the experience among themselves before calling for general discussion.)

The discussion should go beyond the relating of experiences and general observations. Some important questions are: How did members feel when someone holding a key piece did not see the solution? How did members feel when someone had completed his square incorrectly and then sat back with a self-satisfied smile on his face? What feelings did they think he had? How did members feel about the person who could not see the solution as quickly as the others? Did they want to get him out of the group or help him?

When the discussion is under way, the leader may wish to raise questions which stimulate the participants to relate their feelings and observations to their daily work experiences.

The leader can ask for the meaning of the word "cooperation" and for illustrations of situations which call for cooperative effort. Insofar as possible, situations within the group with which he is working which call for cooperative effort should be stressed.

An attempt could then be made to develop from the group some of the required behaviors on the part of individuals if cooperative effort is to be successful. Such ideas as the following may be brought out and listed on the blackboard:

1. There is a need for each individual to understand the total problem which must be solved.
2. There is a need for each individual to see how he can contribute toward solving the problem.
3. There is a need for each individual to be aware of the potential contributions of other individuals.

4. There is a need to see the other individual's problems in order that he may be helped to make a maximum contribution. (10-15 minutes)

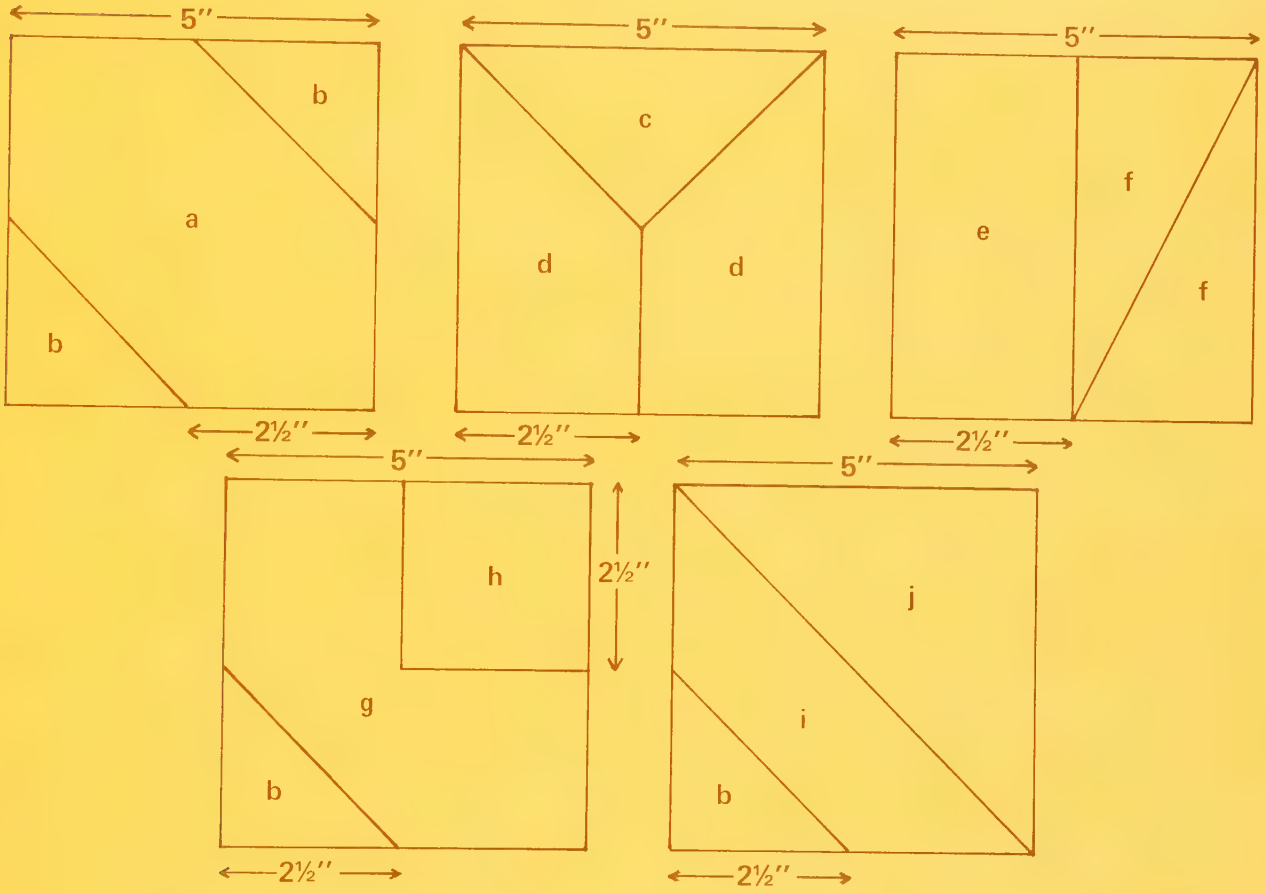
The leader may need to develop illustrations in concrete form if there is difficulty in drawing these ideas out of the group.

In summarizing, the leader briefly stresses the relationship of the experiences with squares and the discussion to the points which were previously developed on the chalkboard and the back-home work situations.

Directions

Directions for making a set of squares: One set should be provided for each group of five persons.

A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and, when properly arranged, will form five squares of equal size. To prepare a set, cut five cardboard squares of equal size, five by five inches. Place the squares in a row and mark them as below, penciling the letters a, b, c, and so on lightly so they can later be erased.



The lines should be so drawn that when cut out, all pieces marked "a" will be of exactly the same size, all pieces marked "b" of the same size, and so on. By using multiples of 2½ inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will enable participants to form five squares 5 by 5 inches.

After drawing the lines of the 5 by 5 inch squares and labeling them with lower-case letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark each of five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

Envelope A has pieces j, g, e

Envelope B has pieces b, b, b, d

Envelope C has pieces b, i

Envelope D has pieces c, f

Envelope E has pieces h, a, f, d

Erase the penciled letter from each piece and write, instead, the appropriate envelope letter, as Envelope A, Envelope B, and so on. This will make it easy to return the pieces to the proper envelope for subsequent use.

References:

Nylen, Mitchell and Stout, **"Handbook of Staff Development and Human Relations Training, Material Developed for use in Africa,"** NTL for Applied Behavioral Science, Washington, D. C., 1967.

Exercise IV-D, 2— Time: 60-90 minutes

NASA EXERCISE: SEEKING CONCENSUS

OBJECTIVES

1. *To compare the results of individual decision-making with the results of group decision-making.*
2. *To observe the advantages of working cooperatively.*

When and Where to Use

At any point, but preferably after the first few meetings of a group.

Materials

Pencils, **Individual Work Sheets, Group Work Sheets, Answer Sheets** containing rationale for decisions, and **Direction Sheets for Scoring.** (pages 161-163.)

Instructions

1. Participants in groups of six to twelve should be seated around a square or round table. The dynamics of a group seated at a rectangular table are such that it gives too much control to persons seated at the ends.
2. Each participant is given a copy of the individual work sheet and told that he has fifteen minutes to complete the exercise.
3. One group work sheet is handed to each group.
   a. Individuals ARE NOT to change any answers on their individual sheets as a result of group discussion.
   b. A member of the group is to record group consensus on this sheet.
   c. The participants will have thirty minutes in which to complete the group work sheet.
4. Each participant is given a copy of the direction sheet for scoring. This phase of the experience should take seven to ten minutes.
   a. They are to score their individual work sheets.
   b. They will then give their score to the recorder, who will compute the average of the individual scores.
   c. The recorder will then score the group work sheet.
5. The group will compute the average score for individuals with the group score and discuss the implications of the experience. This phase of the experience should take seven to ten minutes for computation, with the discussion taking considerably more time. The discussion can center on such things as learnings, perceptions of the effects of cooperation, and one relative merit of individual and group effort.

Reference

Pfeiffer, J. William and Jones, John E., **A Handbook of Structured Experiences for Human Relations Training,** Vol. 1: University Associates Press, Iowa City, Iowa.

INSTRUCTIONS:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. **You have 15 minutes to complete this phase of the exercise.**

. . . Box of matches

. . . Food concentrate

. . . 50 feet of nylon rope

. . . Parachute silk

. . . Portable heating unit

. . . Two .45 calibre pistols

. . . One case dehydrated Pet milk

. . . Two 100-lb. tanks of oxygen

. . . Stellar map (of the moon's constellation)

. . . Life raft

. . . Magnetic compass

. . . 5 gallons of water

. . . Signal flares

. . . First aid kit containing injection needles

. . . Solar-powered FM receiver-transmitter

INSTRUCTIONS:

This is an exercise in group decision-making. Your group is to employ the method of **Group Consensus** in reaching its decision. This means that the prediction for each of the 15 survival items **must** be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete **approval.** Try, as a group, to make each ranking one with which **all** group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid **arguing** for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind **only** in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

. . . Box of matches

. . . Food concentrate

. . . 50 feet of nylon rope

. . . Parachute silk

. . . Portable heating unit

. . . Two .45 calibre pistols

. . . One case dehydrated Pet milk

. . . Two 100-lb. tanks of oxygen

. . . Stellar map (of moon's constellation)

. . . Life raft

. . . Magnetic compass

. . . 5 gallons of water

. . . Signal flares

. . . First aid kit containing injection needles

. . . Solar-powered FM receiver-transmitter

NASA EXERCISE
ANSWER SHEET

CORRECT NUMBER:

15 Box of matches – No oxygen

4 Food concentrate – Can live for some time without food

6 50 feet of nylon rope – For travel over rough terrain

8 Parachute silk – Carrying

13 Portable heating unit – Lighted side of moon is hot

11 Two .45 calibre pistols – Some use for propulsion

12 One case dehydrated Pet milk – Needs H2O to work

1 Two 100-lb. tanks of oxygen – No air on moon

3 Stellar map (of moon's constellation) – Needed for navigation

9 Life raft – Some value for shelter or carrying

14 Magnetic compass – Moon's magnetic field is different from earth's

2 5 gallons of water – You can't live long without this

10 Signal flares – No oxygen

7 First aid kit containing injection needles – First aid kit might be needed but needles are useless

5 Solar-powered FM receiver-transmitter – Communication

NASA EXERCISE
DIRECTION SHEET FOR SCORING

The group recorder will assume the responsibility for directing the scoring.

Individuals will:

1. Score the net difference between their answers and correct answers. For example, if the answer was 9, and the correct answer was 12, the net difference is 3. Three becomes the score for that particular item.
2. Total these scores for an individual score.
3. Next, total all individual scores and divide by the number of participants to arrive at an average individual score.
4. Score the net difference between group worksheet answers and the correct answers.
5. Total these scores for a group score.
6. Compare the average individual score with the group score.

RATINGS:

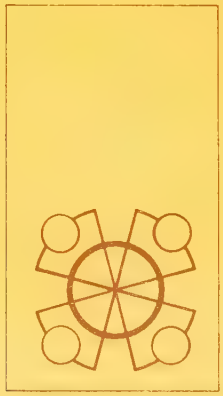
0-20 – Excellent

20-30 – Good

30-40 – Average

40-50 – Fair

over 50 – Poor



Resource IV-D, 1:

PRODUCING AND REDUCING HOSTILITY

Research explicitly directed at producing moral conduct as a function of group experience is rare. One study conducted by Muzafer Sherif and his colleagues at the University of Oklahoma is known as the "Robber's Cave Experiment."

Sherif and his associates wanted to demonstrate that within the space of a few days they could produce two contrasting patterns of behavior in a group of normal eleven-year-old, middle-class, American, Protestant, well-adjusted boys. First, they could bring the group to a state of intense hostility, and then completely reverse the process by inducing a spirit of warm friendship and active cooperation. The success of their efforts can be gauged by the following two excerpts describing the behavior of the boys after each stage had been reached. After the first experimental treatment of the situation was introduced . . .

> "Good feeling soon evaporated. The members of each group began to call their rivals 'stinkers,' 'sneaks,' and 'cheaters.' They refused to have anything more to do with individuals in the opposing group. The boys . . . turned against buddies whom they had chosen as 'best friends' when they first arrived at the camp. A large proportion of the boys in each group gave negative ratings to all the boys in the other. The rival groups made threatening posters and planned raids, collecting secret hoards of green apples for ammunition. To the Robber's Cave came the Eagles, after a defeat in a tournament game, and burned a banner left behind by the Rattlers. The next morning the Rattlers seized the Eagles' flag when they arrived on the athletic field. From that time on name-calling, scuffles, and raids were the rule of the day."

But after the second experimental treatment . . .

> " . . . The members of the two groups began to feel more friendly to each other. For example, a Rattler whom the Eagles disliked for his sharp tongue and skill in defeating them became a 'good egg.' The boys stopped shoving in the meal line. They no longer called each other names, and sat together at the table. New friendships developed between individuals in the two groups.
>
> "In the end the groups were actively seeking opportunities to mingle, to entertain and 'treat' each other. They decided to hold a joint campfire. They took turns presenting skits and songs. Members of both groups requested that they go home together on the same bus, rather than on the separate buses in which they had come. On the way the bus stopped for refreshments. One group still had $5.00 which they had won as a prize in a contest. They decided to spend this sum on refreshments. On their own initiative they had invited their former rivals to be their guests for malted milks."

How were each of these effects achieved? Treatment One has a familiar ring:

> " . . . To produce friction between the groups of boys we arranged a tournament of games: baseball, touch football, a tug-of-war, a treasure hunt, and so on. The tournament started in a spirit of good sportsmanship. But as the play progressed good feeling soon evaporated."

How does one turn hatred into harmony? Before undertaking this task, Sherif wanted to demonstrate that, contrary to the views of some students of human conflict, mere interaction — pleasant social contact between antagonists—would not reduce hostility.

> " . . . We brought the hostile Rattlers and Eagles together for social events: going to movies, eating in the same dining room, and so on. But far from reducing conflict, these situations only served as opportunities for the rival groups to berate and attack each other."

How was conflict finally dispelled? By a series of stratagems, of which the following is an example:

> " . . . Water came to our camp in pipes from a tank about a mile away. We arranged to interrupt it and then called the boys together to inform them of the crisis. Both groups promptly volunteered to search the water line for trouble. They worked together harmoniously, and before the end of the afternoon they had located and corrected the difficulty."

To move from practice to principle, the critical element for achieving harmony in human relations, according to Sherif, is joint activity in behalf of a superordinate goal. "Hostility gives way when groups pull together to achieve overriding goals which are real and compelling for all concerned."

Reference:

This material was quoted by Urie Bronfenbrenner in the SATURDAY REVIEW (October 7, 1967)

Competency IV-E:

KNOWLEDGE OF WAYS A GROUP GETS INFORMATION ABOUT ITS PERFORMANCE.

Competency Description

The performance or productivity of groups is found primarily in the feelings, attitudes and judgements of the participants. The question, "How are we doing?" is always relevant. Sometimes information about the feelings of members is obvious or readily available. At other times a lack of member awareness or a climate of defensiveness makes the aquisition of pertinent information difficult.

Training Exercises for This Competency

1. Group Members As Observers
2. Group Self-Assessment
3. Post-Meeting Reaction Forms

Design of a Training Unit

One of the key factors in the training of group observers is a very clear definition of "what the observer is looking for." This should be known to both the observer and the group. In addition to the above "do-it-yourself" exercises, a group can frequently be helped in its performance appraisal by a competent consultant. If a consultant is to be used, select one who is acquainted with the objectives of the group; involve the group in deciding what the consultant is to evaluate; allow the consultant freedom to observe as nearly a normal meeting of the group as possible. Feedback and interaction between consultant and the group should be as open and candid as possible.

Exercise IV-E, 1— Time: variable

GROUP MEMBERS AS OBSERVERS

OBJECTIVE

To gather data on the group.

When and Where to Use

May be used with any group concerned with the way it is functioning.

Materials

None

Comment

One way a group can get data on its performance is through using some of its members as observers. Members of the group are not likely to be as expert as a consultant but there are several advantages in using them. Members who serve as group observers become sensitized to group process and hence are likely to become better group members. The group is more likely to accept feedback from its own members in a "weigh and consider" fashion. The consultant's feedback, coming as it does from an authority, is more likely to be accepted as gospel. Insights gleaned by the group observers are likely to be keyed to the group's level of sophistication and perhaps have a better chance of being acted upon. The process through which the group goes in deciding what the observers should look for may be the most useful part of this exercise. There is satisfaction to the members in improving the group through the use of its own resources.

Procedure

1. Explain that during the regular meeting procedure a process of observation will be in effect. Describe in general how the process would work. Note whether the group accepts the process before continuing.
2. Decide upon a method for securing observers from the group. Some sort of rotation plan is better than the use of only one or two members as observers. Caution: Use observers judiciously, as long as it proves useful. The process can be resumed when the group wants it.
3. In total group session discuss what observers should be looking for. **This is a key aspect of the training design.** It involves the total group in thinking about what information would be useful. The aspects identified could be put into the form of an observation schedule similar to "Group Self Evaluation."
4. Fortified with some directions, the observers observe a meeting.
5. Time is provided at the end of the meeting for the observers to feedback to the group their data and impressions.

After observations have been made on several occasions the group might wish to spend a session on the implications of things they have learned about the group.

Group Self-Evaluation Chart

How well do we function as a group?

IV-E

To what extent is leadership shared?

/_____/_____/_____/_____/_____/

little or no sharing — widely shared

How clear are the group's goals to the members?

/_____/_____/_____/_____/_____/

unclear — clear

How committed are the members to the group goals?

/_____/_____/_____/_____/_____/

low commitment — high commitment

How does the group make decisions?

/_____/_____/_____/_____/_____/

a few decide — compromise consensus

To what extent do members accept responsibilities?

/_____/_____/_____/_____/_____/

little or none — fully

Does the group follow through on plans?

/_____/_____/_____/_____/_____/

seldom — usually

To what extent do members enjoy the group?

/_____/_____/_____/_____/_____/

low — high

Is the group organized to do what it wants to do?

/_____/_____/_____/_____/_____/

too little organization — just right — too much organization

Exercise IV-E, 2– Time: 90 minutes

GROUP SELF-ASSESSMENT

OBJECTIVE

To provide a process for the group to think about its performance.

When and Where to Use

Use with any group that seems ready for self-assessment.

Materials

Newsprint

Procedure

1. Have the group identify all the things the group is supposed to accomplish. List these on newsprint.
2. Ask the group to rank the items they come up with in Step 1 in order of the extent to which they are successful in attaining each.
3. Ask the group to go back over the items which Step 1 produced and to designate how important each one is to the group. Use the following code:

   LI = low importance

   AI = average importance

   HI = high importance
4. Allow the group time to experience satisfaction with HI items ranked high.
5. Focus the group on the HI items ranked low. What can be done about these?

Note:

Occasionally a group will come up with none of the things it does receiving a HI designation. This says that the group is not doing those things which are important to the members and this condition should then become the focus of Step 5.

Exercise IV-E, 3– Time: 10 minutes at end of meeting.

POST MEETING REACTION FORM

OBJECTIVE

To gather reactions from the members to a meeting which they have just experienced.

When and Where to Use

Immediately after the meeting is over.

Materials

Select a **Post Meeting Reaction form** (page 168) and distribute copies. (If you prefer to have the group devise their own form, use newsprint and marker.)

Comment

The Post Meeting Reactions are often the ones tailored to meet a specific time and place. The ones which follow may be adapted to your situation or used as is. It is usual to ask people not to sign their names so that the responses will be more open. It is sometimes illuminating to use the same PMR after each session of a series of consecutive meetings and to plot the results in some sort of graphic form. This can better be done with the structured response type as in sample B.

Procedure

1. Devise or select a PMR. (See page 168.) See also PMR form in III-C, page 123.)
2. Administer to the group at the close of the meeting.
3. Feedback the results as soon as possible.
4. Discussion

DO NOT SIGN YOUR NAME

A. 1. How did you feel about the meeting generally?

. . . . . .

2. What part of the meeting did you like particularly?

. . . . . .

3. What would you change about the meeting?

. . . . . .

4. Other comments?

. . . . . .

B. Please rate the following aspects of the meeting:

	Poor	So so	Average	Good	Excellent
Your interest	/	/	/	/	/
Your enjoyment	/	/	/	/	/
Worth of session	/	/	/	/	/
Way it was conducted	/	/	/	/	/
Participation of members	/	/	/	/	/

Comments

Competency IV-F:

UNDERSTANDING THE GROUP'S ROLE IN THE PROCESS OF SOCIAL CHANGE

Competency Description

Change can be very threatening to a member, a group, or a community because it cannot be achieved apart from requiring change in one's self, and because it is difficult to foresee what the change will bring. Yet change is inevitable and its place in today's world appears to be increasing. The effective group is not only able to change but to participate with others in achieving change.

Training Exercises for This Competency

1. **Awareness And Acceptance of Change**
2. **Practicing For Social Change**
3. **Planning For Change**

Resource for This Competency

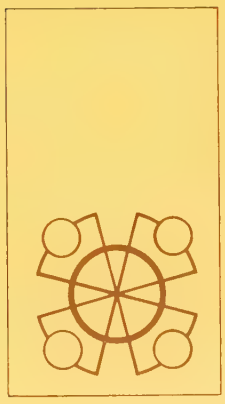
1. **Guidelines For Instituting Change**

Design of a Training Unit

The three exercises in this unit require exceptional group strength and the readiness of members to invest thought and energy in the larger community. The list of "Proposed Social Changes", in Exercise No. 2, is a sample list. The leader is urged to provide a list of proposed changes that have particular relevance to the group involved.

In Exercise No. 1, **Awareness and Acceptance of Change,** the period of recall should be adjusted to the age of the group. Twenty-five years would be too great a time span for most younger groups.

Exercise No. 3, **Planning For Change,** is an elaboration of **The Force Field Analysis** which was introduced earlier.



Exercise IV-F, 1– Time: 60-70 minutes

AWARENESS AND ACCEPTANCE OF CHANGE

OBJECTIVES

1. *To increase the member's awareness of what is changing and what, if anything, is not changing.*
2. *To increase the member's understanding of why he accepts or rejects change.*

When and Where to Use

When the group is secure and trust has been established.

Materials

Newsprint and markers. Pencils and paper.

Procedure

1. Divide the group into sub-group of four-six persons each.
2. Leader's opening comment: (Use your own words.)

One of our most precious possessions in our way of life is the freedom to change. Change always means people must confront a new environment with new demands upon their behavior so they can respond to what is happening to them. The major problem of change is people. Our minds and bodies get used to our ways of behaving. We want new experience and adventure but we also want security.

In this session we shall look at some changes and our feelings about them.

3. Ask each person to work by himself using paper and pencil.
   a. Identify in three minutes as many changes as you can recall that have occurred in society the last 25 years.
   b. Underline in one minute any of the changes you have listed that you find easy to accept.
   c. For the next four minutes identify as many changes as possible that have occurred in the last 25 years that you find it difficult to accept.
   d. In the next five minutes identify as many things as possible that have not changed basically in form or function.
4. Working in table groups (30 minutes):
   a. Compare your listings of changes that have occurred in the last 25 years.
   b. Note the kind that you found relatively easy to accept. What made them easy to accept?
   c. Compare your listings of changes you found it difficult to accept.

      –Were your listings similar to or different from the others?

      –What made them difficult to accept?

      –What were the differences between changes listed under b and c?

      –Why do you think these changes have occurred?

      –Do you think they were planned or unplanned?

      –What do you think the planners or those who were involved were trying to accomplish?

      –How acceptable are these goals to your value system?
   d. Compare your listings of items under 3.d above that have not changed basically in form or function.

      –What is the nature of those as compared with the list of changes under 3.b and 3.c.
   e. Have a member summarize the group's thinking under a-b-c-d in preparation for a report to the total group.
5. Reports of table groups.
6. For ten minutes discuss:

   –What have we learned about changes and our feelings toward them?

Exercise IV-F, 2– Time: 45-60 minutes

PRACTICING FOR SOCIAL CHANGE

OBJECTIVES

1. *To make the members aware of what happens when change is instituted.*
2. *To develop guidelines for leaders who want to institute a change.*

When and Where to Use

This exercise may be used when the group is secure and openness has been established.

Materials

Newsprint and markers. A listing of proposed social change for each member. Copies of **"Guidelines for Instituting Change"** for each member.

Procedure

1. In preparation for the meeting the leader should prepare a listing of ten proposed social changes which are applicable to this particular community and group. (See sample listing on next page.)
2. Pass out the listing of proposed social changes. Ask each member to select three. Indicate the degree of commitment on each change, from numbers one through nine, one being the lowest commitment.
3. Call for feedback by show of hands and record on newsprint:
   a. Number who selected each change.
   b. Which changes were weighted about five, and which below five.
4. Discussion by group:
   a. How much commitment do you feel would be needed for any change to be effected? (Using numbers one-nine.)
   b. If there is no commitment, how could we secure support for change?
   c. What were your feelings as you participated in this process of securing agreement for proposal of actions?
5. Working in groups of four-six devise effective process of instituting change. (20 minutes)
6. Reports from groups. Leader summarizes the highlights and commends the group for ideas quickly developed.
7. Pass out sheet on **"Guidelines for Instituting Change."** Ask the same group to consider any modifications in their process in the light of these guidelines.

PROPOSED SOCIAL CHANGES FOR THIS COMMUNITY

Check the three social changes you would select:

1. All car owners will be limited to driving a maximum of 500 miles a month.
2. Church school attendance should be required of all persons until the age of 18 years.
3. High school students should spend 2½ days a week at home in home teaching centers, and 2½ days a week at high school.
4. The voting age should be lowered to 16 years of age.
5. State operated drug centers should be opened in each community for drug addicts to supply drugs and for education and treatment.
6. The 12 month school year should be instituted within the next three years.
7. College degrees should be granted on the basis of state examinations without college attendance.
8. The age for providing driving license for cars should be raised to 20 years.
9. After 1975 extra taxes should be assessed each family having more than two children.
10. Sterilization of men should be mandatory after two children.

Exercise IV-F, 3— Time: 2-3 hours

PLANNING FOR CHANGE

OBJECTIVES

1. *To introduce the force-field analysis as a tool for diagnosis.*
2. *To demonstrate its use in planning a strategy for change by working through a problem.*
3. *To identify the steps in the process of planning for change.*
4. *To illustrate principles in overcoming resistance to change.*
5. *To build in some reinforcement to planning for change.*

Materials

Newsprint and markers. Pencils and paper.

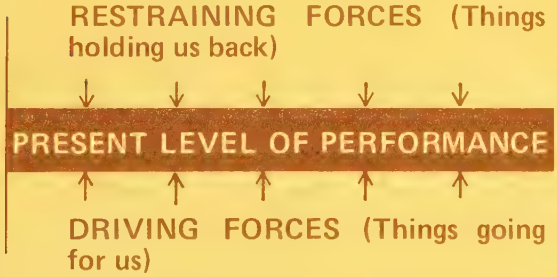
Procedure

The leader describes, with a diagram on newsprint, the model of Force Field Analysis as one way of planning for change.

STEPS IN THE PROCESS OF PLANNING CHANGE

The **Force Field** concept reveals that the present level of performance of organizational or individual behavior is determined by the balance between the forces that are driving and those that are restraining that particular performance. The known forces can be identified and charted.

For example, the present level of the number of volunteer group leaders of high school youth or the number of YMCA members is always at the balance of these driving and restraining forces. It would be charted in this manner:



1. The level of performance can be raised in several ways.
   a. Increasing the driving forces.
   b. Reducing the restraining forces.
   c. A combination of the two.
   d. By the development of new driving forces.

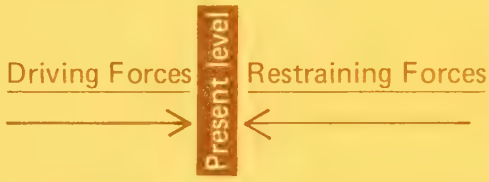
   An increase in the driving forces places the restraining forces under tension, and the performance tends to return to the present level when the increased effort in the driving forces is reduced.

   On the contrary, a decrease in the restraining forces enables the present effort to lift the level of performance. The key to change, however, is to start by reducing the restraining forces, a technique rarely used.

2. Demonstrate the concept of driving and restraining forces by diagnosing the problem:

   "How can the YMCA increase its volunteer group leader working force?"

   Have the group identify some of the driving forces and some of the restraining forces. The leader writes these down in the force field. They can be written down in the following pattern after the model is understood:



3. Review the two lists, and underline those forces which seem to be the most important right now, and which you think you might be able to affect constructively. Which are assumptions? Which are facts? Which are beyond your sphere of influence?

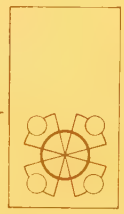
   There may be one specific force which stands out, or there may be two or three driving forces and two or three restraining forces which are particularly important.

4. For each restraining force you have underlined, list on newsprint some possible action steps which you might be able to plan and carry out to reduce the effect of the force or to eliminate it completely.

   Brainstorm. List as many action steps as possible, without worrying about how effective or practical they would be. You will later have a chance to decide which are the most appropriate.

5. Do the same with each driving force you underlined. List all the action steps which come to mind which would increase the effect of each driving force.

6. You have now listed possible action steps to change the key forces affecting the problem of a desired change. Review these possible action steps and underline those which seem promising.
7. List on newsprint the steps you have underlined. Then, under each action step, list the materials, people and other resources which are available to you for carrying out the action.
8. Review the list of action steps and resources, and think about how they might each fit into a comprehensive action plan. Eliminate those items which do not seem to fit into the overall plan, add any new steps and resources which will round out the plan, and think about a possible sequence of action.
9. The final step is for you to plan a way of evaluating the effectiveness of your action program as it is implemented. Think about this now, and list the evaluation procedures you will use.



Resource IV-F, 1:

GUIDELINES FOR INSTITUTING CHANGE

Needed change can easily develop into controversy. Ignoring or frustrating those who desire change often brings confrontation when there really needs to be cooperation. When there is confrontation, the communication, so necessary for cooperation and problem solving, is almost impossible. With confrontation, people and thinking become polarized. Individuals seek strength through groups so they can exert power rather than seek to find solutions. As power grows they tend to list their demands. Soon individuals and their demands become more important than the problems, and settlements are sought between answers arrived at separately rather than negotiated through a joint confrontation of problems. Concerns provide solvable problems but demands become issues which require compromise of one's standards. This bars the way to creative change.

The newly identified, but actually old fashioned key to obtaining commitment to a new idea, method, or procedure is involvement of those who must carry it out in face-to-face diagnosis and creative problem solving because people tend to understand and support what they create.

Two decades of research and experience by social scientists suggest that people do not resist change itself as much as they balk at the methods used to put changes into effect.

The following steps provide guidelines for instituting change:

1. The purpose for making a change is clear.

   The problem or situation it is to solve has been clearly stated and understood by all groups involved. It has been stated in writing (often by a joint group) so all have the same interpretation. They feel that it is sufficiently important to require a change.

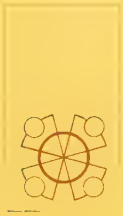
2. Those responsible for implementing the change have been involved in planning the change. The problem was clearly defined – information was made available to all. The concerns were more dominant than personalities. A climate of caring encouraged sharing in a creative solution. The results of the dialogue at meetings were adequately reported with agreements and differences and widely distributed. Physical arrangements avoided desig-

nation of sides. There was time for deliberation. It was spread over time.

3. The decisions were arrived at by consensus rather than voting, with attention given to those who needed more understanding.
4. Responsibilities for implementing the change were developed by the decision-makers and accepted by the members.
5. Progress is reported and recognition given for special efforts.

Reference:

From "Managing Change: Six Ways to Turn Resistance into Acceptance" by Gordon L. Lippitt, President, Organization Renewal, Inc. in Supervisory Management, August, 1966.



Competency IV-G:

SKILL IN SERVING AS A CONSULTANT AND RESOURCE TO THE GROUP AND ITS MEMBERS

Competency Description:

The most skilled leader often asks such questions as: How can I be most helpful to the group? What does my role as consultant and resource call upon me to do? How can I develop the kind of relationship with members that enables them to draw upon what I am able to contribute? How can my knowledge and skills be used without members becoming dependent upon me? Training provides experience, insight and answers to these important questions.

Training Exercises for This Competency

1. Observation Of The Consultant Role
2. Repeat: Exercise II-G, 4, Perception Of Leadership Inventory

Resources for This Competency

1. The Helping Relationship In Problem Solving
2. Being Helpful To Others

Design of a Training Unit

As an introduction to this unit, review with the training group the principles outlined in the two resource documents.

The best method of improving consultant skills is repeated practice with responsible feedback. The two exercises in this unit are designed to provide both a general and specific assessment of the leader's (consultant's) methods and style of helping the group.

Exercise IV-G, 1– Time: 60 minutes

OBSERVATION OF THE CONSULTANT ROLE

OBJECTIVES

1. *To provide training in acting as a consultant.*
2. *To help the leader relate more effectively to members of the group.*

When and Where to Use

This can be a role-play situation used in the group, or it can be an actual observation of the leader by a member of his group assigned to act in a counseling situation.

Materials

One copy of **"Observer's Guide Sheet,"** pencil.

Procedure

1. The leader informs the group there will be an observer in the group during the regular meeting.
2. The group is asked to choose one of its members to be an observer/consultant.
3. The observer is given a copy of "Observer's Guide Sheet" and **at the point of a problem situation which involves the leader and a group member** he is to make his entries of his observations.
4. After the meeting the observer sits down with the group leader and goes over his perceptions. He asks if the group leader had some of the same perceptions. Other questions for discussion are:

   –How did the member respond to the leader?

   –What could the leader have said or done to get a different reaction?

   –How did the member feel (at some critical point)? At the end?

   –How did the leader feel?

   –Did what the member say coincide with his real feelings? If not, why?

   –Was the real issue dealt with?

Comment

The categories on the Observer's Guide Sheet indicate a **control** posture on the left or a **helping** posture on the right. It is important for the leader to see how he is acting – and to learn to be more of a **helper** and less of a controller.

Variation

1. The leader may, by himself, visit some other group and serve as a consultant, using the Guide Sheet. This would then become an exercise for his particular training.
2. At different times, different members may be given the opportunity to function in the role of observer/consultant. This would provide members with such training, as well as give the leader information about his performance as seen by others.

"Giving and Receiving Help"

Note or tabulate instances in which the person you are observing in the "helping role":

	Versus	
Suggests problems, facts, solutions, actions, etc.		**Asks** member for clarification of his perceptions, facts, solutions, etc.
Interprets feelings, motivations, inadequacies, etc.		**Seeks to understand** and reflect back member's feelings.
Conveys doubts about member's ability to cope with difficulty.		**Encourages** and supports member in recognizing and using his own resources.

Resource IV-G, 1:

THE HELPING RELATIONSHIP IN PROBLEM SOLVING

How do we help someone else? That seems to be a very simple question; we tell him what he wants or needs to know. But does that really help him? We find ourselves wondering later why he didn't take our suggestion. Obviously, it was a good one!

When we turn the question around, we find quite a different story. When people are really helpful to us, what do they do? Now, immediately we are reminded of the many times someone tried to impose his help on us and we didn't like it. Or we asked a simple question (at least we thought so) and he didn't give us any answer even though he talked a long time. Sometimes when we asked for help, someone tried to take our problem out of our hands and solve it for us. We didn't like that, either. It made us feel inadequate.

It is very difficult to describe what happened when someone was truly helpful to us. Perhaps all we can remember is that we talked with him for a while; he asked a few questions which seemed to make sense to us, and we began to think more clearly about the difficulties we were having.

The person who helped us, however, was probably following some such principles as these:

1. He made it clear to us that he was not "taking over" the problem. It was still our problem — we had the responsibility for it and we had to do our own thinking about it. Maybe we resented a little his not giving us an immediate solution, but **he helped us to see that he couldn't solve our problem for us.**
2. He indicated in many ways that we were neither stupid nor unusual because we had a problem. We didn't feel branded as failures. **He accepted our problem as a matter of course.**
3. He helped us see the values of working on the problem. He pointed out that it would be very much worth our while to seek the best answer to the problem, and **he made us feel encouraged about it.**
4. He seemed to be aware of some reasons why we were having the difficulty, but he didn't tell us what was wrong with us. **He helped us to find a positive approach to the problem and to discover our own confusions in thinking.**
5. He asked us valuable questions about the nature of the problem, why it occurred, and what symptoms of it were evident. **He helped us to see the need for diagnosing the problem** before thinking about solutions to it.
6. As we talked further, **he helped us to set up some criteria for testing our ideas about solutions.** We found it much easier to determine which ideas were likely to be fruitful.

   Three things happened to us when we were helped in this way:

   a. We were allowed to maintain our personal integrity and self-respect.

   b. We were given increased motivation to work on the problem.

   c. We were given help on methods of solving problems. We gained both a greater confidence in ourselves and an increased ability to cope with our own difficulties.

   These principles suggest the need for a basic attitude on our part when we are trying to be helpful. Rather than asking ourselves, when someone comes for help, "How would I solve this difficulty?" We must ask instead, "How can I help this person to solve his difficulty?" We must focus on the person who has the problem and try to understand why he is having difficulty, instead of focusing on the problem he brings. We need to remember that it is a problem for this particular individual, and that, no doubt, it exists primarily because of confused thinking, inappropriate attitudes, or misinterpreted impressions. These are the things we must work with.

Reference:

This has been excerpted from an article originally published in **School of Education Bulletin,** University of Michigan, v. 22, No. 5, February, 1951, by David Jenkins.

Resource IV-G, 2:

BEING HELPFUL TO OTHERS

I. **How can I be helpful to others?**

1. Can I **be** in some way which will be perceived by the other person as trustworthy, as dependable or consistent in some deep sense?
2. Can I be expressive enough as a person that what I am will be communicated unambiguously?
3. Can I let myself experience positive attitudes toward this other person — attitudes of warmth, caring, liking, interest, respect?
4. Am I strong enough in my own separateness that I will not be downcast by his depression, frightened by his fear, nor engulfed by his dependency?
5. Am I secure enough within myself to permit him his separateness? Can I permit him to be what he is — honest or deceitful, infantile or adult, despairing or over-confident? Or do I feel he should follow my advice . . . or mold himself after me?
6. Can I enter the world of his feelings and meanings so sensitively that I can move about in it freely, without trampling on meanings which are precious to him?
7. Can I receive him as he is? Can I communicate this attitude?
8. Can I act with sufficient sensitivity in the relationship that my behavior will not be perceived as a threat?
9. Can I free him from the threat of external evaluation?
10. Can I meet this other individual as a person who is in process of **becoming,** or will I be bound by his past and by my past?

II. **What are the results of a successful helping relationship?**

If I can create a relationship characterized on my part:

by a genuineness and transparency, in which I am my real feelings;

by a warm acceptance of and prizing of the other person as a separate individual;

by a sensitive ability to see his world and himself as he sees them;

Then the other individual in the relationship:

will experience and understand aspects of himself which previously he has repressed;

will find himself becoming better integrated, more able to function effectively;

will become more similar to the person he would like to be;

will be more self-directing and self-confident;

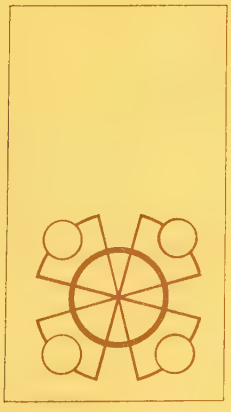
will become more of a person, more unique and more self-expressive;

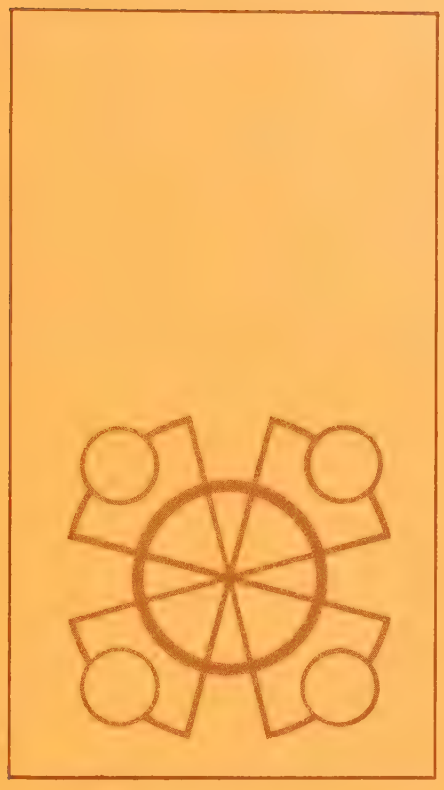
will be more understanding, more acceptant of others;

will be able to cope with the problems of life more adequately and more comfortably.

Reference:

Rogers, Carl, **On Becoming a Person,** New York: Houghton Mifflin Co.





Helping The Leader Grow As A Human Being

It has been suggested at several points throughout this manual that the leader's posture with regard to his own growth and development is a key to his effectiveness in helping his group. The helping role, whether of leader, consultant, or teacher is seductively distracting from the objective of self-examination. It is so easy to become absorbed in "helping others" that one forgets the effects of his own behavior. This may account for the old axiom: "Do as I say and not as I do." Yet it has been demonstrated time and again that what the leader does carries more weight than what he says. In Chapter I, of Part One, we have described this competency very simply as . . . .

" . . . the capacity for self-examination and the desire to grow."

Exercises in this chapter are designed to help the leader develop those capacities in two areas, (1) his very personal life goals and plans, and (2) his leadership styles and skills as he relates to his group.

In addition to these new exercises, the leader is referred again to those that are related to:

Competency IIC:
Developing Openness Between Members

Competency IID:
Helping Members Give And Receive Feedback

Competency IIG:
Helping Each Member To Grow And Develop As A Human Being

All exercises in these sections of the manual are applicable to the leader, as they are to the members.

Exercises for This Competency

1. **What's Important To Me**
2. **Life Goals Exercise**
3. **Feedback For Goal Setting**
4. **Members' Advice To Leader**
5. **Looking At Your Leadership Style**

Design of a Training Unit

Exercises No. 1, No. 2, and No. 3 could be combined or followed by some from Competencies IIC, IID, and IIG.

Exercises No. 4 and No. 5 bear more directly upon the leader's relationship to the group.

Exercise V-1— Time: 45 minutes

WHAT'S IMPORTANT TO ME

OBJECTIVES

1. *To provide opportunity for participants to find out about their personal values.*
2. *To examine congruence between personal values and activity commitments.*
3. *To help group get to know more about each other.*

When and Where to Use

An interesting get-acquainted exercise to be used early in the group's life.

But this exercise may be introduced at any time if it appears that group would like to meditate with each other on a somewhat more philosophical level.

Materials

Pencil and one sheet of paper for each participant.

Procedure

Leader asks the group to write down a list of the twelve most important items in your life. These may be people, things, ideas, or any combination of these.

Tell the group they will have just five minutes to do this, and that the time is limited in order to keep the responses as spontaneous as possible, since in this way they are more likely to be authentic.

After five minutes the leader says: "Now examine your list and cross out the three with the lowest priority." (one minute) "Now you have nine. Cross out the three with the lowest priority." (one minute)

"Now of the six left, again cross out the three with the lowest priority." (one minute)

"Now look carefully at the three you have left . . .

Take a few minutes to meditate about your life style, your work and your recreational interests. How do these fit with what you have just indicated to be most important in your life."

The leader should discourage any effort to start a discussion until five minutes are devoted to personal review. Then go around the room and ask each one who wishes to, to share what he has left on his sheets. Hold a discussion on how these differ, or are similar. Ask participants who wish to, to tell what they have discovered about congruence between their values and how they are living . . .

Comment

The discussion should bring out the learning: do we deny our basic needs and values? Are we more involved in superficial things than in what really counts for us? Can the work we are doing in this group, or the training we are receiving be geared in some way to our beliefs as to what is personally most fulfilling?

Exercise V-2– Time: 1 hour

LIFE GOALS EXERCISE

OBJECTIVES

1. *To help conceptualize goals for personal growth and development.*
2. *To develop a philosophy of continuing education, adult education.*
3. *To view personal growth as a continuing process of life.*
4. *To assume responsibility for one's self-development.*

Comment

This is a very personal exercise created by Dr. Herbert Shepherd formerly of Western Reserve University and Case University, now with TRW Systems.

—This grew out of a concern for career planning.

—Few people seemed to plan to make things happen in their lives.

—Too many people worry about "what has the organization in mind for me?" rather than "what can I make happen?"

—Every man should feel a responsibility for his own future.

When and Where to Use

After several meetings when the group is fairly well acquainted and members are comfortable with each other.

Materials

Distribute ten cards or slips of paper, 3 x 5, and pencils for each member.

Procedure

First Exercise

1. Each person uses ten cards on which he writes ten different answers to the question "Who Am I?" These are then put in rank order.
2. Sub-groups of four-six meet. Each person present shares information from the cards with other group members. Feedback from members should be encouraged.
3. Total group is asked to write personal obituaries – "projected to the time you would see your life ended – not present time." Follow the obituary with a one line **Epitaph**—for tombstone.
4. Sub-groups meet to review obituaries and epitaphs. They check each other's productions for consistency-degree of variance from "Who Am I?" and obituary.
5. Each person writes on the back of one of his cards his fantasy of two days in his life:

   a. A typical day – something you do often.

   b. A special day – a great event.

   In the sub-groups, as each one reads his fantasies, the others look for pessimism, or lack of optimism, etc.

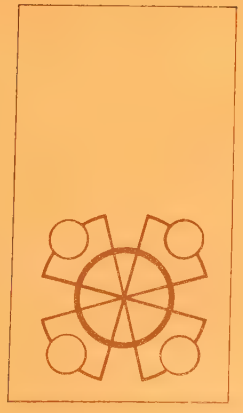
Second Exercise

Sub-groups of only three in each are formed. Each person has a turn in being interviewed by one of the other two on his "Life Inventory." The third person takes notes for the interviewee's record. These are the component parts he is asked to talk about during the interview:

1. **Peak experiences I have had.** These should be broadly interpreted, being those times when living was worthwhile, when you've felt yourself to be complete and whole. List some special thrills that fall within the framework of making life worth living. In other words, recall some events or things which have really mattered in your life.
2. **Things I do well.** These should be interpersonal, avocations, appreciation things, as well as skills you have, that you are to some degree master of.
3. **Things I do poorly.** Omit the things there is no need for you to do, but include those things that in your present circumstances you need to do. In other words, what are some things you do poorly which you don't want to do but, for some reason or other you need or have to do them.
4. **Things I would like to stop doing.** These may be aspects of your behavior which you feel "get in the way" of your accomplishing what you want to do.
5. **Things I would like to learn to do well.** These include aspects of interpersonal competence you aspire to, skills you would like to learn, kinds of learning experiences you would like to provide yourself with.
6. **Peak experiences I would like to have.** These should be fairly specific; an event you would want to be a part of – or initiate. An example might be shooting a par on the golf course, or taking a world tour.

7. **Values yet to be realized.** A variety of things are relevant: deep friendships, being with certain kinds of people, gaining professional recognition, obtaining certain material things, children's fulfillment as important to you, surrounding yourself with certain kinds of beauty, realizing certain religious values, etc.

8. **(Optional)** Interviewee, with the help of the others in his sub-group, designs a project for himself which incorporates steps to meet certain personal life goals. These goals are suggested by the experiences, fantasies, and values he has revealed in the previous two exercises.



Exercise V-3— Time: 45-70 minutes

FEEDBACK FOR GOAL SETTING

OBJECTIVE

To help each member set goals for his own continuing self-development.

When and Where to Use

This exercise may be used after the members have achieved considerable security and some openness in the group. The group must have worked together a number of times.

Materials

A generous supply of 3 x 5 cards (square of the number present). Copies of **"Goals for Continuing Self-Development"** page 184 for each person.

Procedure

Work on this exercise should be spread over several sessions on different days.

Divide into sub-groups of six-eight.

First Session

1. Each member of the group (which has worked together) writes on a 3 x 5 card what he perceives as each person's greatest strength in the group setting as he has experienced it. Be specific, citing an experience if possible. These cards are signed or unsigned as the writer wishes.
2. After writing his cards on each person in the group, the writer writes on a personal card which he signs, what he anticipates the other members of the group will write as his greatest strengths in the group setting. He keeps this card.
3. The cards under item 1 are assembled for each person and given to him.
4. (Optional) A feedback by the members will help the group check their perceptions but may not be desirable at this time.
5. (Optional) After reading the cards, any member may ask for clarification if he wishes and requests it.

Second Session

1. Each member of the group (which has worked together) writes down on a 3 x 5 card some suggestion as to what he feels would improve this person's performance in the group. These suggestions should be specific, citing an experience if possible.
2. After writing his card on each person in the group, the writer writes on a personal card what he anticipates the members of the group will write, something that will comprise his own greatest possible improvement in the group setting. He keeps this card.
3. The cards under item one are assembled for each person and given to him.
4. The receiver must not report suggestions given to him to the group, but this may be done, depending upon the trust within the group.

Third Session

1. Each member, having used the cards of sessions one and two as data for his personal goal setting, fills out his sheet on "Goals for Continuing Self-Development" and reports to the group what goals he has selected for self-improvement and why. The group makes notes on each person so they can give feedback and be helpful. Goals are written on newsprint without names of persons who selected them.
2. When all are written, the group considers the topics that have been se ected for training and makes the judgment whether further progress on these goals for individual self-development can be made under the present program for training. If not, the group is encouraged to modify the schedule for their own training.

Goals For Continuing Self-Development In A Group Setting

1. KNOWLEDGE

   Knowledge is information that can be tapped for deeper exploration. I want to develop knowledge about:

   _____

   _____

2. UNDERSTANDING

   Understanding or insight is the ability to apply knowledge effectively to a variety of situations. I want to develop increased understanding or insight about:

   _____

   _____

3. ATTITUDE

   Attitudes grow out of a person's experience. Whatever provides the person with the feeling of greater success will be the person's attitude. I want to develop the following attitude:

   _____

   _____

4. SKILL

   Skill is learned by practice. I want to develop skill in:

   _____

   _____

Reference:

Adapted from material by Malcolm S. Knowles on **"The Leader Looks at Self-Development,"** Leadership Resources, Inc.

Exercise V-4— Time: 25 minutes

MEMBERS' ADVICE TO LEADERS

OBJECTIVES

1. *To develop awareness on the part of members of what will be required of them as leaders of their own group.*
2. *To provide the leader with feedback from his group.*

When and Where to Use

This exercise may be used with members after they have been acquainted and have had some experience in group life.

Materials

Pencil and paper. Newsprint and marker.

Procedure

1. Suggest an imaginary setting in which new leaders are going to start with their groups. You are approaching the group on what advice should be given to them. Ask each working alone to write these two sentences on the paper — and to complete them as many times as they wish:

   The most important things for a leader to remember are . . . . . .

   The most important things for a leader to do are . . . . . .

2. Call for reports on each question and record all the advice on separate newsprint sheets. Ask for clarification, if necessary.
3. When all suggestions are listed, ask each member to select the five that he feels are the most important. Have a show of hands on the items for a ranking.
4. The leader suggests that this provides a good opportunity now for the group to give him some advice he can use in this group.

   He asks for another show of hands on this question:

   Which of these, do you feel, should receive more attention in our group?

5. Leader summarizes.

Exercise V-5— Time: 30-45 minutes

LOOKING AT YOUR LEADERSHIP STYLE

OBJECTIVES

1. *To make a leader aware of the variety of leadership styles that are used.*
2. *To give some opportunity to examine one's leadership style.*

When and Where to Use

This exercise may be used after the members feel secure in the group. It is helpful if the exercises on leadership functions precede this.

Materials

Copies for each member of **"Select Your Leadership Style"** and the accompanying score sheet. After checklist has been filled out, pass out copies of **"Key to Leadership Styles"** and **"Five Typical Patterns of Leadership Behavior."**

Procedure

1. **Opening Comment.** There have been a number of checklists that can give you a clue to your primary leadership style. This is the style that you normally try first in any situation because, in your experience, it has proven to be effective for you. When this primary style does not work as well as you had wanted, you try some of your back-up styles. Often we are not aware of what our primary style actually is. This checklist may help give you a clue.
2. Pass out checklists but not the key.

   Ask each member to fill it out as requested, including scoring.

3. Pass out copies of **"Key to Leadership Styles"** and **"Five Typical Patterns of Leadership Behavior."**
4. Allow some time for questions and discussion by the group. Some may wish to share the results and ask for feedback from the group.

Select Your Leadership Style*

Mark a cross over the letter in parenthesis that best describes you.

DOMINANCE

I belong to several groups but only attend when something especially interests me. **(c)**

I like to work on committees but don't like to take the chairmanship. **(d)**

I lose interest in groups when they go along in the same old rut and don't listen to my suggestions. **(a)**

I consciously seek, and obtain, leadership in many of my groups' activities. **(b)**

I am often selected as leader of groups without seeking it. **(e)**

TACT

People frequently misunderstand my comments. **(a)**

My acquaintances tell me that I am noted for handling many difficult situations without arousing ill will. **(c)**

People seldom resent it when I must correct what they are doing or must criticize them. **(d)**

I consciously study how to handle people tactfully. **(e)**

Before I try to get others to accept my point of view, I first try to find out how they feel so I can adapt my ideas to theirs. **(b)**

COMMUNICATION

I always assume the other person will be friendly and take the initiative in meeting him more than halfway. **(e)**

People tell me they come to me with problems they wouldn't even discuss with their own families. **(d)**

I always try to give the other person some incentive or some reason for doing what I want done. **(b)**

When a conversation lags at a party of strangers I try to fill in the break by trying to find a topic of general interest. **(c)**

I have some definite ideas about the failings and follies of the younger generation and don't hesitate to express them. **(a)**

MATURITY

I want what I want when I want it, regardless of consequences to myself or others. **(a)**

I frequently let others (husband?) have the last word. **(e)**

I have been told that I can take well-meant, constructive criticism graciously. **(d)**

I believe in telling others the truth if it is for their own good. **(b)**

I take a stand on issues in which I believe even if they are unpopular after looking into the pro's and con's. **(c)**

ATTITUDES

I get annoyed when people don't do things my way. Sometimes my temper gets the best of me. **(a)**

I try to show the attitude toward the other person that I want him to show toward me. **(b)**

I believe I should make every effort to accept change and try to keep changing with the times. **(e)**

I patiently listen to people with whom I disagree. **(d)**

I vacillate when it comes to making a decision; sometimes I wait so long circumstances force a decision upon me. **(c)**

COOPERATION

When people have a misunderstanding, I try to intervene and reconcile them. **(d)**

In dealing with co-workers, I try to put myself in their shoes and act toward them the way I'd like them to act toward me. **(c)**

I am willing to accept the help of others, provided it does not interfere with their work. **(e)**

*(Adapted from materials used by Leadership Resources, Inc. and the American Management Association)

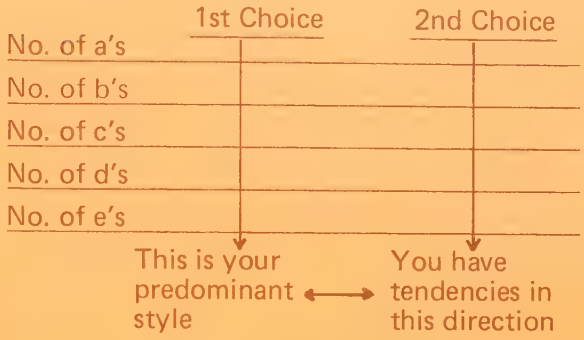
When I want information from others, I feel I have a right to demand it because I am acting on behalf of my boss. **(a)**

If my boss says to me, "Tell So-and-So I want this right away," I change both his message and voice tone to, "The boss would appreciate this as soon as possible." **(b)**

SCORE

It is most desirable for you to arrive at a final decision on your choice of response in every case. However, if in one or two instances you found this choice especially difficult to make, add up your score based on the second choice, in the second column.

Make two lists of your leadership styles—



KEY TO LEADERSHIP STYLES

a—Authoritative (tells)

b—Political (sells)

c—Evaluative (tests)

d—Participative (consults)

e—Laissez-faire (joins)

Person Centered			Group Centered	
Authoritative	Political	Evaluative	Participative	Laissez-faire
a	b	c	d	e
TELLS	SELLS	TESTS	CONSULTS	JOINS

This diagram relates different kinds of leader behavior to different balances of power between leader and members. Behavior at the **left** of the scale might be called **"leader-centered"** because the decision depends largely on the **leader's** analysis of the problem, his interests, experience and motivations. Behavior on the **right** end of the scale might be called **"group-centered"** because the actions reflect the **group members'** assessment of the problem, their interests, experience and motivations.

FIVE TYPICAL PATTERNS OF LEADERSHIP BEHAVIOR

The experienced leader uses many complex and subtle means to exercise his influence and stimulate those he leads to creative and productive efforts. From the complex range of leader behavior, we have selected five of the most typical patterns, ranging from highly **leader-centered** to highly **group-centered:**

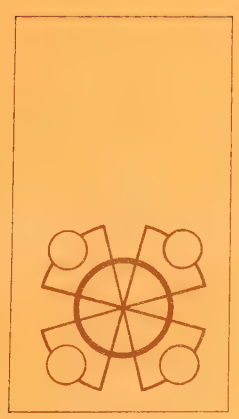
. . . **"Telling"** . . . The leader identifies a problem, considers alternative solutions, chooses one of them, and then tells his followers what they are to do. He may or may not consider what he believes the group members will think or feel about the decision, but they clearly do not participate directly in the decision-making. Coercion may or may not be used or implied.

. . . **"Selling"** . . . The leader, as before, makes the decision without consulting his group. However, instead of simply announcing his decision, he tries to persuade the group members to accept it. He points out how he has considered organization goals and the interests of group members and he states how the members will benefit from carrying out the decision.

. . . **"Testing"** . . . The leader identifies a problem and proposes a tentative solution. Before finalizing it, however, he gets the reactions of those who will implement it. He says, in effect, "I'd like your frank reactions to this proposal, and I will then make the final decision."

. . . **"Consulting"** . . . The leader here gives the group members a chance to influence the decision from the beginning. He presents a problem and relevant background information, then asks the members for their ideas on how to solve it. In effect, the group is invited to increase the number of alternative actions to be considered. The leader then selects the solution he regards as most promising.

. . . **"Joining"** . . . The leader here participates in the discussion as "just another member" — and agrees in advance to carry out whatever decision the group makes. The only limits placed on the group are those given to the leader by his superiors. (Many research and development teams make decisions this way.)



In addition to references identified in the text, the following publications will be found of value to the group leader:

Albertson, Richard D. and Hannan, Cecil J., **"20 Interaction Exercises For The Classroom,"** 1971.

Dyer, William G., **"Modern Theory And Method In Group Training."**

Mill, Cyril R., **"20 Exercises For Trainers,"** 1971.

Schindler-Rainman, Eva and Lippitt, Ronald, **"The Volunteer Community: Creative Use Of Human Resources,"** 1971, 148 pp.

Weschler, Irving and Schein, Edgar, **"Issues In Training,"** 1962, 121 pp.

NTL Institute, **"Reading Book: Laboratories In Human Relations Training,"** 1970, 97 pp.

All of the above are available from:

Learning Resources Corp.
2817-N Door Avenue
Fairfax, Virginia 22030

415220

[redacted]

GRADUATE THEOLOGICAL UNION LIBRARY
BERKELEY, CA 94709

GTU Library
BF 637 L4 Y6 f G
Young Men's Christi/Training volunteer l
3 2400 00170 2137

DATE DUE

JUL 17 1997
JUL 21 1997
JUL 14 2008
MAY 11 2012

GAYLORD PRINTED IN U.S.A.